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ABSTRACT

This is the second part of a two-part volume of supplementary materials intended for use in the Department of State's Intensive English as a Second Language, Cultural Orientation, and Pre-Employment Training Program for United States-bound Southeast Asian refugees. It contains classroom activities developed for the English as a second language (ESL) component of the program and a bibliography and list of resource materials. The ESL activities are specified for one or more levels of language and literacy ability but can be modified or expanded. One or more teaching techniques are suggested, and each activity has also been referenced to a competency in the standardized program curriculum. The activities are prefaced by a definition of the five language and literacy levels and a list of the ESL competencies from the standardized curriculum, grouped by topic area. The topic areas include classroom orientation (identifying and introducing oneself, introducing others, greetings, ending conversations, expressing lack of understanding and need for clarification, following simple directions, finding out the English for unknown terms, and observing classroom etiquette), banking, clothing, employment, food, health, housing, post office, transportation, and the transit process from Southeast Asia to the United States. (MSE)

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English as a Second Language Resource Manual

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Volume III, PART TWO

Supplement 1983

This volume is one of a series of seven volumes that have brought together materials developed for use in the Intensive English as a Second Language, Cultural Orientation and Pre-employment Training Program in Southeast Asia since 1980. The complete set includes:

English as a Second Language Resource Manual, Volumes I, II & III
Cultural Orientation Resource Manual, Volumes I, II & III
Pre-employment Training Resource Manual, Volume I

CONTRIBUTING AGENCIES

Thailand

- The Consortium:
  - Save the Children Federation (SCF)
  - The Experiment in International Living (EIL)
  - World Education (WE)

Indonesia

- A consortium of:
  - Save the Children Federation (SCF)
  - The Experiment in International Living (EIL)

Hong Kong

- Lutheran Immigration and Refugee Service (LIRS)/ American Council for Nationalities Service (ACNS)

Philippines

- International Catholic Migration Commission (ICMC)

Southeast Asia

- Refugee Service Center (RSC)
Center for Applied Linguistics (CAL)
Manila, Philippines

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The compilation, editing and production of this manual was done by the staff of the Refugee Service Center of the Center for Applied Linguistics, Manila.

Kathleen M. Corey
Margo P. Peterson
Elizabeth Tannenbaum
Shirley Collamer
Jeff-Rey J. Villamora

ESL ACTIVITIES

Introduction

This section is composed of ESL Activities used in the teaching of the competencies in the Standardized Curriculum. These activities are not all-inclusive but are representative of those being used in the Intensive ESL/CO Program in Southeast Asia. They are additions to those included in **Volume II of the ESL Resource Manual.**

The activities are suggested for one or more specific levels of language and literacy ability (A-E), but they can be modified or expanded to suit the needs of the teacher and students. One or more teaching techniques have also been suggested and cross-referenced to the General Techniques or Literacy Techniques Sections.

Each activity has been referenced to a competency in the Standardized Curriculum by giving the competency and number. Also included in parentheses is the number for the corresponding competency in the ESL Competency Scales (revised December 1983). The activities have not been sequenced (as in **Volume II of the Resource Manual**) by competency number (i.e., 1-19) but instead by topic. A teacher can therefore see in one section all the activities for a given topic area.

The following pages include:

1) a definition of the levels (indicated by the letters at the top of each activity);
2) a list of the ESL competencies from the Standardized Curriculum, grouped by topic area; and
3) the ESL activities, sequenced by topic and level.

Much of the cultural information necessary to understanding life in the U.S. is conveyed to the refugees in their native language in Cultural Orientation classes that run simultaneously with the ESL classes.

The contributors to this section and their camp affiliations are noted on each activity. In the case of The Consortium Program in Panat Nikhom, Thailand, a team of ESL teachers produced the suggested activities. This team consisted of the following people:

Alice Smith, Wipa Wungsuwonrung, Wasana Yamsilp, Mehran Azami, Cynthia Burns, Chearanee Chittasevi, Sutita Chomphupuang, Gerund Coonprom, Al Hoel, Adam Kirby, Paul Kristofik, Michelle Nouillet, Christine Papesh, Tanee Phoohom, Christopher Reznick, Linda Sherman, Catherine Squire, Michael Taylor, George Woodington, Hans Zoggel.

ESL Levels

Level A	Students who are not literate in their native language(s) and who score between 0-8 on the CAL ESL Placement Test.
Level B	Students who are literate in their native language(s), score between 0-8 on the ESL Placement Test, and may be able to answer some basic information questions but have no systematic knowledge and/or use of the English language.
Level C	Students who are literate in their native language(s), score between 9-12 on the ESL Placement Test, and have some conversational English ability but little systematic knowledge and/or use of English.
Level D	Students who are literate in their native language(s), score between 13-19 on the ESL Placement Test, and have some knowledge and/or use of English.
Level E	Students who are literate in their native language(s), score 20-23 on the ESL Placement Test, and have a systematic knowledge and/or use of English but lack fluency.

ESL COMPETENCIES
Listed by Topic

** — C-, D-, E-Level competencies only

TOPIC	COMPETENCY	COMPETENCY NUMBER
CLASSROOM ORIENTATION	Identify self (name, ID number, country of origin, language background)	1.1
	Introduce self	1.2
	Introduce others	1.3
	Greet and be greeted	1.4
	End conversation	1.5
	Express lack of understanding and ask for clarification	1.6
	Follow simple directions	1.7
	Find out English for unknowns	1.8
	Observe classroom etiquette	1.9
BANKING	Cash a check or money order	16.1
	Locate a bank	16.2
	Buy a money order	16.3
	** Open an account, i.e., checking, savings	16.4
	** Use a bank account	16.5
CLOTHING	Describe clothing needs	2.1
	Locate clothing	15.1
	Select and pay for clothing, i.e., size, price, color, style, fabric	15.2
	Locate places to buy clothing	15.3
	** Give and receive compliments about dress	15.4
	** Care for clothing, e.g., hand/machine wash, dry, iron, dry-clean	15.5
EMPLOYMENT	Describe work experience	7.1
	Describe skills	7.2
	Describe educational background	7.3
	Recognize common entry-level jobs, e.g., names, duties, and qualifications	9.1
	Indicate job preferences	9.2

TOPIC	COMPETENCY	COMPETENCY NUMBER
EMPLOYMENT (Continued)	Locate possible jobs, e.g., approach person at work site, make an appointment, convey a desire to work	13.1
	Give relevant information when applying for a job	13.2
	Get information about a job	13.3
	Follow instructions on the job	18.1
	Give explanations for sickness, lateness, absence, mistakes	18.2
	Converse with fellow employees, e.g., about family, recreation, weather, traffic, news	18.3
FOOD	Describe food needs	4.1
	Describe food preferences	4.2
	Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price, quantity	4.3
	Locate food items	8.1
	Select food, i.e., price, container, size, quantity, freshness	8.2
	Pay for food, e.g., cash, change, coupons	8.3
	Locate places to buy food	8.4
	Order food, e.g., at a snack bar, restaurant, fast food	17.1
	Act appropriately as a guest/host	17.2
	** Store food properly	17.3
	** Prepare food	17.4
HEALTH	Explain medical problems, i.e., symptoms, illnesses, injuries	5.1
	Get medical help, e.g., in an emergency, for an appointment	5.2
	Follow instructions about treatment	11.1
	Follow instructions during exam	11.2
	Buy medicine (prescription and non-prescription)	11.3
	** Buy items for personal hygiene	11.4

TOPIC	COMPETENCY	COMPETENCY NUMBER
HOUSING	Describe housing needs, e.g., types of rooms, furniture, major appliances	3.1
	Locate facilities within housing, e.g., laundry, fire escape, garbage chute	3.2
	Get information about costs, e.g., rent, utilities	14.1
	Secure household repairs	14.2
	Report emergencies, e.g., fire, burglary	14.3
	** Locate appropriate housing	14.4
POST OFFICE	Address envelopes and packages	10.1
	Buy items in the post office	10.2
	Locate different mail slots	10.3
	Locate places to mail things	10.4
	Prepare a money order	10.5
	** Notify post office of change of address	10.6
	** Register mail	10.7
	** Pick up mail	10.8
	** Complete alien change of address	10.9
	** Prepare customs and insurance documents	10.10
	** Register for the draft	10.11
TRANSPORTATION	Locate means of transportation	6.1
	Locate a place	6.2
	Buy transportation services	12.1
	Use transportation systems, e.g., by foot, on the bus, subway, train, plane	12.2
	Handle emergencies	12.3
	Give directions	12.4
TRANSIT PROCESS FROM S.E.A. TO U.S.	Handle emergencies, e.g., being lost, not being met, getting sick	19.1
	Act appropriately on the plane	19.2
	Meet sponsor	19.3

MASTER LIST TOPICS

- Form Filling Out
- Identify and Describe Others: Family
- Telling Time
- Locations Outside a Building/ Oral Directions
- Locations Inside a Building/ Oral Directions
- Clarification
- Money
- Telephone

Classroom Orientation

COMPETENCY	COMPETENCY NUMBER
Identify self (name, ID number, country of origin, language background)	1.1
Introduce self	1.2
Introduce others	1.3
Greet and be greeted	1.4
End conversation	1.5
Express lack of understanding and ask for clarification	1.6
Follow simple directions	1.7
Find out English for unknowns	1.8
Observe classroom etiquette	1.9

IDEA SUGGESTED BY:

Il Yustiniaasih

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Identify self

LEVEL: A

GENERAL TECHNIQUE: Chain Drill

1.1
(PI – 1)

Estimated Time

30 minutes

Objective

Students can identify country of origin.

Materials

Cards with names of countries of students in class (Each country can be on a different color flashcard)

Directions

1. Show a flashcard with the name of a country of one of the students in the class.

   Example: VIETNAM | CAMBODIA | LAOS

2. Say the name of the country several times.
3. The students repeat the name of the country.
4. Repeat steps 1-3 with other country names from the cards.
5. Distribute the cards to the students. Each student gets a card with the name of her/his own country.
6. Call the name of a country. Students with that card hold it up.
7. Call on individual students to say the name of the country on her/his card.
8. Collect the cards and put them in random order on a table in front of the class. Each student comes to the front and takes a card with the name of her/his own country.
9. Introduce the question, "Where are you from?"
10. Ask groups of students from the same country, "Where are you from?" The students respond with the name of their own country, holding up their cards as they answer.
11. The students practice the question and answer in a *chain drill*

Variations

- The activity can also be used to teach sight words for languages and nationalities.
- The sight word COUNTRY can be introduced and students can practice copying their own country name from the card onto a work sheet to begin practicing reading sight words and filling out forms.

NAME ____________________

COUNTRY _________________

IDEA SUGGESTED BY:

Anton Suwarno, Ignatius Suranto and
Benny Donald Dablas

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Identify self (name)

LEVEL: A

GENERAL TECHNIQUE: Scrambled words

1.1
(PI – 3)

Estimated Time	30 minutes
Objective	Students can spell own names.
Materials	Alphabet flashcards (sufficient alphabet flashcards should be available to spell the name of any student in class)
Directions	1. Spread out alphabet flashcards on a desk or table. 2. Ask one student to come to the table or desk and arrange the alphabet flashcards to spell out the student's full name. The student puts the letters in the correct order on the chalkboard tray so all students can see them. 3. Ask the student, "How do you spell your name?" 4. The student answers by reading each letter in her/his name. 5. The other students observe and listen to see if the name is being spelled correctly. If a mistake is made, any student, recognized by the teacher, can try to correct the error.
Variations	• Begin the game by having the students spell out their family names; the game can then be repeated by having students spell their first names. • Divide the class into two teams, with a member from team A being selected to arrange the letters in her/his name and then spell the name. Members in team B will correct any mistakes made; then a member from team B arranges the letters in her/his name and team A corrects any mistakes made by the member from team B. The team whose members make the least mistakes wins the game. • Write the name of a student on the blackboard *incorrectly* (omitting letters, erroneous sequencing, etc.). The student whose name has been *misspelled* arranges the letters correctly. If the student makes any mistakes in trying to arrange the letters in her/his name, s/he can ask any of the other students to come up and help. Once the correct arrangement is made, the student spells out the name. • Instead of alphabet cards, use number flashcards. Students arrange their ID numbers using the procedures above.

IDEA SUGGESTED BY:

Candelaria Tolentino and the
Integrated Program Staff

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Identify self
(country of origin, language
background)

LEVEL: A

GENERAL TECHNIQUE: Substitution Drill

1.1
(PI — 1, 6)

Estimated Time

1 hour

Objective

Students can answer identification questions about their country of origin and their language background.

Materials

A large map of Indochina with each country colored differently (the names of the countries may be written in, but label only those countries from which refugees come)

Directions

1. Put the map on the blackboard.
2. Explain to the students that the different colors represent different countries. The teacher aide can explain this in the native language.
3. Point to the color/area for Laos and say LAOS. Point to the color/area for Vietnam and say VIETNAM, etc.
4. Single out the students' native country. Point to the color/area representing it, and say the name of the students' native country.
5. Move away from the map and then have the following dialogue with the teacher aide:

   Teacher: Where are you from?
   Aide: I'm from ____________. (native country)
   Teacher: What language do you speak?
   Aide: I speak ________________________. (native language)

6. Repeat the dialogue.
7. Do the dialogue again, but reverse roles.

   Aide: Where are you from?
   Teacher: I'm from ________________. (native country)

8. Repeat and review step #4 by going to the map and pointing to the color/area of the students' native country and saying the name of the country.

9. Ask the students (as a group): "Where are you from?" (If students have difficulty producing the response, ask the aide to model the response.)

10. Repeat the question: "Where are you from?"

11. Repeat the question, first addressing the question to the whole class, then asking individual students.

12. After the students have some mastery of the response, teach the response to "What language do you speak?"

13. Have a dialogue with the aide as in step #5, and then reverse roles.

    Teacher: What language do you speak?
    Aide: I speak ________________ .

14. Ask the entire class: "What language do you speak?"

15. Repeat the question, first addressing the entire class, then by asking individual students: "What language do you speak?"

16. Review the two questions introduced in this activity. Keep in mind that the students are expected to be able to *respond* to the questions, not *ask* the questions.

Variations

- Instead of using a map on the blackboard, chalk out a map on a table. Using rods (see General Techniques), "populate" the students' native country with rods of the same size and color, naming each rod with a student's name while placing the rods on the native country area. Then choose a rod of a different size and color to indicate yourself. The dialogue can be conducted as indicated above, referring to the drawing and rods instead of to a map.

- The use of the rods may help the students have a clearer understanding of themselves and the aide as former inhabitants of a certain area and the teacher as coming from a different area.

- If there is not an aide in the class, present the question/answer series by using puppets, pictures or stick figures.

IDEA SUGGESTED BY:

Anton Suwarno, Ignatius Suranto and
Benny Donald Dablas

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Identify self

LEVEL: B, C

GENERAL TECHNIQUE: Magic Cubes Game

1.1
(PI – 1, 2, 4,
6)

Estimated Time

30 minutes

Objective

Students can identify themselves and read sight words.

Materials

Magic Cubes (See General Techniques)

Directions

1. Write the following sight words on the sides of the cube.
   NAME, FIRST NAME, LAST NAME, NUMBER, VIETNAM, CAMBODIA, LAOS, VIETNAMESE, KHMER, LAO (or some other language such as Hmong, Mien, Chinese, etc.).

2. Use the magic cube (see General Techniques) to generate questions of the following type:
   - (a) What's your name?
   - (b) What's your first name?
   - (c) What's your last name?
   - (d) What's your ID number?
   - (e) Where are you from?
   - (f) What language do you speak?

3. Demonstrate by throwing the cube on the floor or on a table. Read the sight word facing up on the cube, e.g., VIETNAM. The sight word is used as a cue. In the case of the sight word VIETNAM, the question elicited by the teacher should be "Where are you from?"

4. Various students volunteer to throw the cube, read the sight word and, if possible, also ask the appropriate question. Other students volunteer to answer the question.

   Any student who can answer the question generated by the sight word (VIETNAM, in this case) should volunteer to do so. In the event that no one volunteers, ask the question to one of the students who should be able to respond truthfully using the sight word. The appropriate response should be: "I am from Vietnam."

NOTE: The sight words placed on the sides of the cube should reflect the background of the refugees in the class. If the students are all Hmong, then sight words such as LAOS and HMONG should be used instead of VIETNAM and VIETNAMESE.

Be sure to gauge this activity for the level of the class. B-level students may not be able to ask the question. In that case, ask the question after the student has read the sight word.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
Save the Children Federation
The Experiment in International Living
World Education

Phanat Nikhom, Thailand

COMPETENCY: Identify self

1.1
(PI – 1, 6, 9)

LEVEL: D

GENERAL TECHNIQUE: Written and Oral Dialogues

Estimated Time

30 minutes

Objective

Students can associate responses to unstated questions. This gives practice in studying the semantic and logical associations between questions and statements.

Materials

A large sheet of paper or the blackboard

Directions

1. Write out the following incomplete dialogue:

   A: ____________________ ?
   B: Laos.
   A: ____________________ ?
   B: Lao.
   A: ____________________ ?
   B: Vientiane
   A: ____________________ ?
   B: 430891
   A: ____________________ ?
   B: Yes, a little.

2. Individually, in pairs, or in groups, students complete the dialogue supplying the logical (possible) questions that would be answered by the lines that are supplied in the dialogue.

3. Afterwards, pairs of students may stand up and present what they have written (without reading, if possible).

IDEA SUGGESTED BY:

Timothy Maciel

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Introduce self

LEVEL: B

GENERAL TECHNIQUE: Pronunciation Drills

1.2
(PI – 1, 2, 3)

Estimated Time	15 minutes
Objective	Students can introduce themselves pronouncing their names in a way comprehensible to English speakers.
Materials	Small name tags such as are used at conventions, etc.: HELLO! MY NAME IS ________________

Directions

1. Write in the names of the students correctly on name tags (one name tag per student).
2. Also write in names which are minimally different in pronunciation from the student's real name (minimally different phonetically to an English speaker). For example, a student's name might be THUY VAN LE. The teacher will write the correct name on one name tag, but also have name tags with the names of students not in this particular class: THUY BAN LE, THAY VAN LE.
3. Alphabetize the name tags and put them in a box so that the student cannot identify the one with her/his name written on it by pointing.
4. Asks the students to come to the teacher's desk or table individually to get their name tags. The student must pronounce her/his name distinctly and, if necessary, modify the pronunciation in whatever way will assist the English speaker to find the correct name tag. Each student will have to experiment on her/his own in order to find the most effective pronunciation that will be comprehensible to an English speaker. For example, Vietnamese students whose names end in letters p, c, or t might have to give great emphasis or exaggeration to such letters since they represent unreleased stops that most English speakers find difficult to hear. The Vietnamese speaker will have to find some way to pronounce her/his name so that the English speaker can comprehend that the Vietnamese name being pronounced ends with a p, k, or t sound.

Variation	Ask individual students to go to the teacher's table or desk and ask for the name tag of a fellow student. The student will have to pronounce the name distinctly and alter it in whatever way needed to help the English speaker find the correct name tag.

IDEA SUGGESTED BY:

Anton Suwarno and Ignatius Suranto

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Introduce self

LEVEL: B, C

GENERAL TECHNIQUE: Use of Visuals: Make Sentence or Dialogue

1.2
(SO – 1)

Estimated Time

45 minutes

Objective

Students can introduce themselves and ask questions about someone's identity.

Materials

Sight words printed on separate cardboard strips: NAME (FIRST, LAST, MIDDLE), COUNTRY, NATIONALITY, LANGUAGE, ID NUMBER

Directions

1. Review with the class the expressions used in introducing oneself and in asking questions about another person's identity:

   A: I'm Sou Choun.
   B: Nice to meet you. I'm Tang Eak.
   A: Nice to meet you, too.
   B: Where are you from?
   A: I'm from Vietnam.

2. Arrange with the teacher of another class to combine the classes to practice introductions.

3. Ask the students to go to visit the other class.

4. The students introduce themselves to each member of the other class. In addition, the students ask a certain number of questions of the other students: e.g., where the person is from, what languages s/he speaks, etc. These should be questions that the students have already practiced.

5. In order for the students to ask questions easily, the teacher will have sight words to display to the students that will remind them of the kind of questions to ask. These sight words can include: NAME (FIRST, MIDDLE, LAST), COUNTRY, LANGUAGE, ID NUMBER, NATIONALITY.

6. When the students have met all of the members of the other class, the activity ends and the students return to their classroom. Ask each student to recall the name of one of the students met and to mention one or two things that the student learned from the visit.

IDEA SUGGESTED BY:

ESL Staff
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Introduce Self

1.2
(SO – 1)

LEVEL: D

GENERAL TECHNIQUE: Role Play

Estimated Time	30 minutes
Objective	Students can introduce themselves to a group in a non-threatening way.
Materials	One chair placed in front of the classroom
Directions	1. Ask for a volunteer to pretend s/he is a famous person known to most of the students (the teacher might suggest some possible persons who can be interviewed). 2. Ask the student to go to the front of the class and sit down. S/he introduces her/himself to the class. The introduction might be "My name is Ronald Reagan." 3. The other students "interview" the "famous person." They may ask questions of the famous person. The student who is playing the role of a famous person may answer in any way s/he would care to. The answers do not have to be true (since in most cases the student will not know too many details of the life of the famous person). 4. This activity can be repeated several times.

IDEA SUGGESTED BY:

Integrated Program Staff

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Introduce self;
Introduce others.

1.2, 1.3
(SO– 1, 2)

LEVEL: A

GENERAL TECHNIQUE: Role Play, Oral Dialogues, Line-Gram Dialogues

Estimated Time	1 hour
Objective	Students can introduce self and others.
Materials	Chalkboard

Directions

1. Invite a person whom the students do not know into the classroom.
2. Role play with the guest the following dialogue:

   Guest: My name's __________ .
   Teacher: Nice to meet you. My name's __________ .
   Guest: Nice to meet you too.

   (This dialogue can be accompanied with appropriate handshake and eye contact.)
3. Repeat the dialogue.
4. Draw the following blanks on the board.

   ________ ________ ________ .

   ________ ________ ________ ________ ________ .
5. Point to the first three blanks and cue students to say: "My name's __________ .
6. Respond with "Nice to meet you. My name's ________ "
7. Point to the next five blanks and cue students to say: "Nice to meet you too."
8. If students have difficulty, repeat step 2 until students can produce the structure for steps 5-7.
9. Following the above sequence of steps, substitute "I'm ________ ." for "My name's ________ ." in dialogue #1.
10. Students practice in a large group, smaller groups, or in pairs.

11. Ask a student to come to the front of the class. (A student who has mastered the dialogue should be asked.)

12. Introduce the guest to the student, using the following dialogue.

Teacher: ________ , this is ________________.
(name of guest) (name of student)

Guest: Nice to meet you.
Student: Nice to meet you too.

13. Repeat this exchange with other students.

14. Draw the following blanks on the board.

________, ________ ________ ________.
________ ________ ________ ________.
________ ________ ________ ________ ________.

15. Point to the blanks and cue students to repeat the dialogue in step 12. Ask a student to come in front of the class and introduce the guest to another classmate.

16. Students can then practice the dialogue in threes.

IDEA SUGGESTED BY:

Evelyn Mariman, Kristanto Sinandang
and Gideon Sugiharto
The Consortium:
The Experiment in International Living
Save the Children Federation
Galang, Indonesia

COMPETENCY: Introduce others

LEVEL: C

GENERAL TECHNIQUE: Rejoinder Drills

1.3
(SO – 2)

Estimated Time

15 minutes

Objective

Students can ask and answer questions about the names of fellow students in class.

Materials

Flashcards with stick figures of people in class, names written on back
Flashcards with stick figures of people not in class, names written on back

Directions

1. Draw stick figures to represent students in class on the flashcards (one figure per card). The full name of the person depicted on the flashcard should be printed on the back of the card. Also draw some additional figures of people not in the class (with full name printed on the back of the card).
2. Divide the class into pairs of students (if an odd number of students are present in class, the teacher will pair off with one of the students).
3. Give each pair of students a flashcard with figure drawn in.
4. One student holds up the flashcard but does not allow the name printed on the back of the card to be seen. The other student asks questions about the individual's name. The student holding the flashcard answers the questions:

   S1: What's her/his first name?
   S2: Her/his first name is ______________ .
   S1: What's her/his middle name?
   S2: Her/his middle name is ______________ .
   S1: What's her/his last name?
   S2: Her/his last name is ______________ .
   S1: What's her/his full name?
   S2: Her/his full name is ______________ .

5. Redistribute the flashcards, pictures, or photographs every few minutes, making sure that the students alternate between asking and answering questions.

Variation	Ask students to bring pictures of their own families to class. The only students who would be allowed to answer the questions would be the owners of the photographs.

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IDEA SUGGESTED BY:

Timothy Maciel and Integrated Program Staff

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Greet and be greeted

1.4
(SO – 3)

LEVEL: A, B

GENERAL TECHNIQUE: Repetition and Substitution Drills

Estimated Time

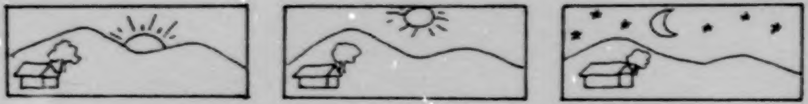
30 minutes

Objective

Students can respond to and use greetings appropriate to particular times of day.

Materials

Pictures showing morning, afternoon and evening



Chalkboard

Directions

1. Tape the morning, afternoon and evening pictures to the chalkboard.
2. Point to each picture and say the appropriate word: "Morning," "Afternoon" or "Evening."
3. Number pictures 1, 2, 3. When teacher says "Morning," students say "1," etc. Numbers can be changed as well as the order of the pictures on the board.
4. Conduct a *repetition drill* with vocabulary (see General Techniques).
5. Draw two stick figures on board shaking hands and review the "Hello" greeting first.
6. Point to the two stick figures and to the appropriate time picture and introduce "Good Morning, Afternoon, Evening" as a substitute for "Hello" depending on the time of day.
7. Conduct *repetition* and *substitution drills* for students to practice the 3 greetings, using the pictures as cues.
8. Using the *oral-dialogue* technique (see General Techniques), have students practice using the greetings along with appropriate handshake and eye contact. The greeting practiced by the students depends on the picture held up by the teacher.
9. Take away the picture cues and point to the sun or evening sky and elicit the appropriate greeting for the time of day of the class.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Greet and be greeted

1.4
(SO – 3)

LEVEL: A, B

GENERAL TECHNIQUE: Oral Dialogues

Estimated Time	1 hour
Objective	Students can greet others and be greeted. Students can give firm handshakes and make proper eye contact.
Materials	None

Directions

1. Draw on the board two stick figures shaking hands. Draw an arrow between the two figures' eyes to emphasize American eye contact.
2. Point to Figure A, to hands and eyes, and say, "Hello."
3. Point to Figure B, to hands and eyes, and say, "Hello."
4. Ask the classroom aide or a more advanced student to come to the front of the room. With a firm handshake and solid eye contact, practice the above dialogue. Separate and come together again giving the same greeting several times.
5. With the aide (or student), walk around the room practicing the dialogue with the other students.
6. Students practice in pairs.
7. Point to stick figures on board and introduce the next dialogue:

   A: Hello. How are you?
   B: Fine, thanks. How are you?
   A: Fine, thanks.

8. Continue using the general technique for *oral dialogues.*

Variations

- Students can show teacher how they greet others in their own countries.
- Once students have mastered the above dialogues, the teacher can substitute new vocabulary, e.g., "Good Morning," "Good Evening," "OK," "And you?" at appropriate points in the dialogue.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Greet and be greeted

1.4
(SO – 3)

LEVEL: D, E

GENERAL TECHNIQUE: Role Play
Cocktail Party

Estimated Time	45 minutes
Objective	Students can demonstrate appropriate greetings (in relation to level of formality, age differences, status, etc.).

Materials

Pictures of a child, an older person, President Reagan, an adult student, etc.
Enough 3 x 5 cards for half of the class. Each card has a role written on it such as:

- President Reagan
- Grandmother
- 5-year-old child
- Paul Newman
- Rod Stewart
- Queen Elizabeth
  etc.
- Name of student in class

Directions

1. Explain to the students that Americans use formal or informal greetings depending on the age or status of the person being greeted.
2. Hold up one of the pictures and demonstrate how to greet that person:

   T: (holding picture of child) Hi, How are you?
   T: (holding picture of classmate) Hi, How's it going?
   T: (holding picture of President Reagan) Good morning.
   How do you do?

3. Show pictures of various people to the class and have students practice as a group greeting the people shown.
4. The class can discuss different possibilities with each person.
5. Individual students greet the person in the picture held by the teacher.
6. Pin a 3 x 5 card to half of the students' shirts. A name or role is written on each (e.g., 5-year-old child, Queen Elizabeth).
7. The other half of the class walk around the room and practice appropriate greetings with the students playing roles.

8. Students come back together for review. Ask individual students to come to the front of the class. The whole class tells how to greet the student playing that role.

Variation

For more advanced classes, students can carry on short conversations with each other based on their roles (see General Techniques: *cocktail party*).

IDEA SUGGESTED BY:

Timothy Maciel

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: End conversation

LEVEL: C

GENERAL TECHNIQUE: Ritual

1.5
(SO – 4)

Estimated Time	5 minutes
Objective	Students can end conversations using common expressions of leave-taking.
Materials	None
Directions	1. Students line up to leave class at the break or at the end of class. 2. Each student must say, "See you later," "See you at 9:30," "See you tomorrow," to the teacher before s/he can leave the class. (Students should be encouraged to use reduced form /ya/ for "you.") 3. Teacher responds with "OK. See you."

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

COMPETENCY: End conversation

LEVEL: E

GENERAL TECHNIQUE: Oral Dialogue

1.5
(SO – 4)

Estimated Time 1 hour

Objective Students can end conversation using expressions appropriate to different social situations.

Materials 2 telephone sets

Directions See General Techniques: *oral dialogues.* Consider also using the technique: *written dialogues.*

1. Have students learn the following dialogue:

(A) Situation: You're busy painting a room when a salesperson calls you on the telephone.

A: Hello.
B: Is this Mr. Tan?
A: Yes, it is.
B: Mr. Tan, how would you like a set of dishes for free?
A: I'm sorry. I can't talk on the phone right now.
B: But this is a free gift.
A: I'm sorry. Goodbye.

(B) Situation: You call a person you just met at work and you want to invite her/him to a party.

A: Hello.
B: Hi, this is Van.
A: How are you?
B: OK. We're having a party Saturday night. We want to invite you to join us.
A: I'm sorry, but I'm going out of town this weekend.
B: I'm sorry you can't make it.
Perhaps next time.
A: Why don't we try to have lunch together sometime soon.
B: That's a good idea. Well, I'll be seeing you at work.
A: OK. Goodbye.
B: See you.

IDEA SUGGESTED BY:

Marsaini Manday

The Consortium:
The Experiment in International Living
Save the Children Federation
Galang, Indonesia

COMPETENCY: Identify self; Introduce self; Greet and be greeted; End Conversation

1.1, 1.2,
1.4, 1.5
(PI – 1, 2, 6, 9;
SO – 1, 3, 4)

LEVEL: C, D, E

GENERAL TECHNIQUE: Ritual

Estimated Time

30 minutes -- 1 hour

Objective

Students can introduce self, giving full name, ID number, nationality, address and other relevant personal information and can begin and end conversations.

Materials

None

Directions

This lesson covers Competencies 1.1, 1.2, 1.4, 1.5.

1. Repeat the following monologue several times while students listen:

   Good morning (afternoon, evening).
   I'd like to introduce myself.
   My name is ________________.
   My first name is ________________.
   My middle name is ________________.
   My last name is ________________.
   My ID number is ________________.
   I am from ________________ (country).
   I am ________________ (nationality).
   I live in ________________ (address).
   Excuse me, I have to __________ reason for leaving).
   See you later.

2. Write key words on the board to cue the monologue:

   FULL NAME
   FIRST NAME
   MIDDLE NAME
   LAST NAME
   ID #
   COUNTRY
   NATIONALITY
   ADDRESS
   EXCUSE ME. . . .

3. Point to key sight words and have the students respond with their own information. Review the items individually until students are able to respond quickly. (Note: Time should be spent on different reasons for taking leave.)

4. Students practice the entire monologue in pairs and the teacher walks around the room helping with any problems.

5. Ask several students to perform the monologue in front of the class. Students should be encouraged to shake hands and use appropriate eye contact.

Variation

The students can fill out a form with the above information after they practice the monologue.

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

COMPETENCY: Express lack of understanding and ask for clarification

LEVEL: All

GENERAL TECHNIQUE: Total Physical Response

1.6
(CL – All)

Estimated Time

30 minutes

Objective

Students can ask for clarification.

Materials

Classroom objects

Directions

1. Make up a list of directions or orders relevant to normal classroom activities.

   Example: Erase the blackboard.
   Give me the blue pen.
   Put the large book on the table.

2. The teacher then gives each student a direction or order, purposefully speaking fast or in a garbled manner.

3. The student must ask for clarification, for example:

   A/B level: "Please, repeat."
   C level: "Where?" "Erase the . . . ?"
   D level: "The pen?"
   E level: "The pen or the pencil?" "What should I do?"

Variation

"TELEPHONE GAME"

The students sit in a circle or semi-circle.

Choose one student and ask her/him to make up a sentence.

This student whispers the sentence to the student sitting next to her/him and so on around the circle.

If at any point a student does not understand, s/he must ask:
"What was that?" or "Please say that again." or "Excuse me?" etc.

The last student must say the sentence out loud for the first student to confirm.

IDEA SUGGESTED BY:

Dwi Pujosustrino

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Express lack of understanding and ask for clarification; Greet and be greeted; End conversation

1.6
(CL – all)

LEVEL: E

GENERAL TECHNIQUE: Oral Dialogue, Dictation

Estimated Time

45 minutes

Objective

Students can express lack of understanding and ask for clarification.
Students can understand and use informal American greetings.

Materials

3 x 5 cards with 1 line of the dialogue on each card

Directions

1. Write the following dialogue on 3 x 5 cards: (One line of the dialogue is on each card.)

   1) M: Hi, Carol. What's up?
   2) C: Not much. What about you?
   3) M: Nothing much. You're looking *kind of* down, though.
   4) C: Yes, I guess I am.
   5) M: You *want to* talk about it?
   6) C: Not really. Well, I'm off. Catch *you* later!
   7) M: Right. See you. Bye, bye.

   NOTE: Point out to students that informal speech often uses slang pronunciation. The underlined words of the dialogue demonstrate informal pronunciation, e.g., "kinda," "wanna," "ya." Students can practice pronouncing these phrases in an informal way.

2. Divide the students into groups according to the number of cards (e.g., 7).

3. Give one card to each group. Students in the group practice their line together and ask the teacher for help if necessary.

4. Going in order from #1 to #7, one student in each group dictates her/his card to the class. The students in the other groups will write down what they hear. If the students do not understand, they should ask for clarification using such phrases as:

   Please speak louder.
   Please speak more slowly.
   Can you repeat that?
   How do you spell that?

5. After all students have finished dictating and the class has written the entire dialogue, individual students write the dialogue on the board.

6. Ask the students to correct any mistakes and to ask the writer for clarification. If there are words that the students do not understand, they can ask each other or the teacher for clarification using such phrases as:

What does _____________ mean?
How do you pronounce that in English?

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Follow simple directions

1.7

LEVEL: All

GENERAL TECHNIQUE: Direction Drills

Estimated Time	10 minutes
Objective	Students can follow simple directions.
Materials	None

Directions

This is the popular children's game, "Simon Says":

1. Students follow a command given by the leader only if s/he says, "Simon says," before the command:

   T: Simon says, "Stand up." (students stand)
   T: Stand up. (students remain seated)

2. If a student follows a command not preceded by "Simon says," s/he is out of the game.

3. The last person still in the game is the winner.

Variations

- For more advanced classes, a student can take the role of leader.
- Teacher can use commands ("Stand up") and also negative commands ("Don't stand up").
- The class is instructed to do the opposite of whatever the teacher says. ("Simon says, 'Stand up.'" The students would sit down.)
- While giving the commands, the teacher follows all instructions her/himself whether or not they are preceded by "Simon says." The teacher can perform an action that is different from what s/he is commanding the students to do. This variation insures careful listening by the students.

NOTE: This activity can be used again successfully with Competency 5.1 (e.g., Touch your *arm* .)
(body part)

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Follow simple directions

1.7

LEVEL: A, B, C

GENERAL TECHNIQUE: Direction Drills

Estimated Time

15 minutes

Objective

Students can follow simple directions.

Materials

None

Directions

1. Arrange the class in a large circle.
2. Call directions, e.g., "Make groups of three."
3. Students follow the directions and group into circles of three. Any students not in a group are out of the game.
4. Continue giving instructions to make groups of various sizes with remaining students leaving the game after each direction is given.

Variations

- For higher levels, two commands (or a series of commands) can be given, e.g., "Make groups of three. Hold hands."
  "Make groups of two. Walk to the door."
  "Make groups of five. Sit down. Face the wall."
- For higher levels, students can also give instructions to classmates.

IDEA SUGGESTED BY:

Abdul Gani

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Follow simple directions

1.7

LEVEL: B, C

GENERAL TECHNIQUE: Board Games (Literacy Activities)

Estimated Time	30 minutes
Objective	Students can follow simple directions.
Materials	Large piece of cardboard with game board drawn on it (see sample) 3 x 5 cards for commands Poker chips to use as markers 1 die

Directions

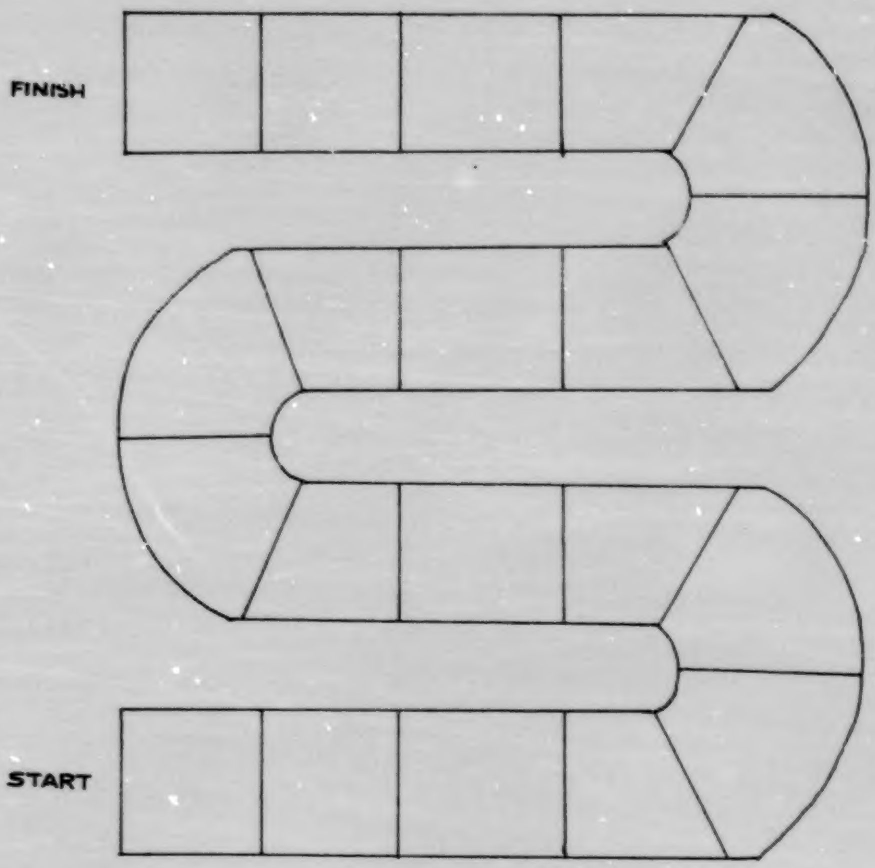
1. Place the game board on a large table and ask the students to stand or sit around the table.
2. Place the 3 x 5 direction cards on the edge of the game board.
3. Divide the class into 2-3 groups. Give each group a marker (e.g., a poker chip) of a different color.
4. The first student from Group A rolls the die. If the die shows 3, the student moves the marker three places, picks a card from the top of the pile and gives it to the teacher.
5. Read the instructions on the card and have the student follow the command. (Instructions can include simple directions such as "Stand up" or "Go to the door.")
6. If the student can follow the instructions, s/he keeps her/his team's marker on the space s/he has moved to. If s/he cannot follow the instructions correctly, s/he must put the marker back at the beginning of the board.
7. The game continues with the first student from Group B, the first student from Group C, the second student from Group A, etc. until one team reaches the finish.
8. The first group to reach the finish, wins the game.

Variations

- For higher level classes, the students can read and then perform the instructions.

- Two-step instructions can be used for higher level classes.
- This game can be used to review previously taught questions, e.g., the cards can ask such questions as "What's your name?" "Where are you from?"

GAME BOARD



IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Find out English for unknowns

1.8
(CL – 5)

LEVEL: All

GENERAL TECHNIQUE: Vocabulary Games: My Word

Estimated Time	10 - 15 minutes, depending on the size of the class
Objective	Students can find out English for unknowns.
Materials	Paper and crayons for drawing pictures Objects that students bring to class

Directions

1. Each student draws a picture of something that s/he would like to know the name for in English. Students can also bring the real object to class.
2. One at a time students ask, "What's this (called) in English?"
3. The teacher moves around the room answering the students individually.

NOTE: This is an activity which can be used in all competencies especially for more advanced students who want to learn vocabulary related to their individual needs and interests. Teachers can spend a few minutes several times a week giving individual students words that they want to know. Each student could keep a card file or notebook with her/his own words.

IDEA SUGGESTED BY:

Soetopo Siswo Setijono and
Junaidi Adrenata
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Galang, Indonesia

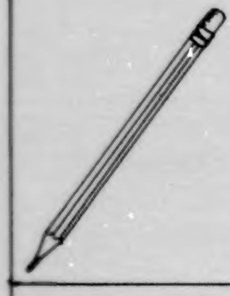
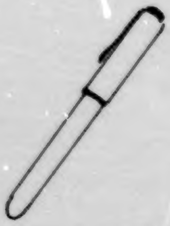
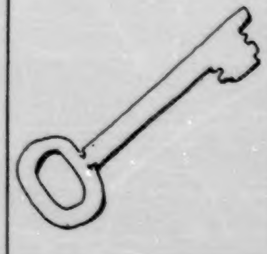
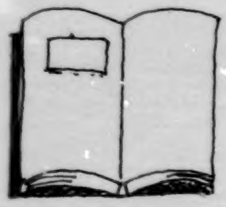
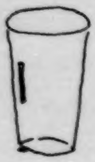
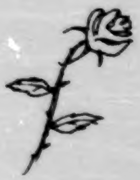
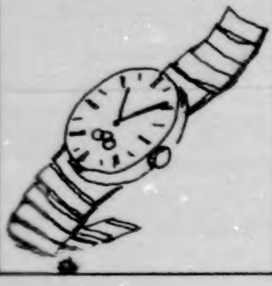
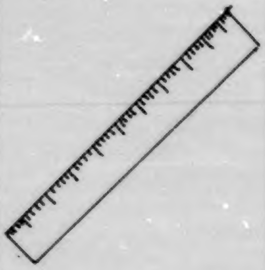
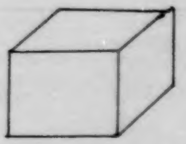
COMPETENCY: Find out English for unknowns

1.8
(CL – 5)

LEVEL: A, B

GENERAL TECHNIQUE: Repetition and Substitution Drills

Estimated Time	30 minutes
Objective	Students can find out English for unknowns.
Materials	A bag and a handkerchief Real objects such as a pen, a pencil, a book, a watch, a key, a glass, a flower, a ruler Handout with pictures of the above objects (see other side)
Directions	1. Introduce the names of the real objects by using drills (see General Techniques) with the question "What's this/that in English?" 2. Give students handouts with pictures of the objects. The students practice in pairs asking each other, "What's this?" 3. Put real objects into a bag. The teacher aide or a student goes to the desk, takes out one object, and hides it under a handkerchief. 4. Standing far from the object, ask, "Is that a *book?*" (object) The student (or the aide) answers "no" or "yes." 5. Conduct a *repetition drill* (see General Techniques) to practice "Is that a ____________?" 6. Standing close to the object, ask, "Is this a *pen* ?" (object) The student (or the aide) answers "no" or "yes." 7. Conduct a drill to practice: "Is this a *pencil?*" (object) 8. Take another object from the bag and ask students to guess what it is. To practice "this" put the object on individual students' desks. To practice "that" put the object far from the students.
Variation	Divide the class into teams and let them compete to guess the object.

IDEA SUGGESTED BY: Ninfa Alderete, Rosita Cabida, Nora Massahi, Romulo Roda International Catholic Migration Commission (ICMC) Bataan, Philippines	**COMPETENCY:** Find out English for unknowns **LEVEL:** C, D (can be adapted for all levels) **GENERAL TECHNIQUE:** Vocabulary Games: Treasure Hunt 1.8 (CL – 5)

Estimated Time

30 minutes

Objective

Students can ask questions to find out English for unknowns.

Materials

List of objects for each student, e.g.,

1. notebook
2. eraser
3. pen
4. thumbtacks
5. flower
6. stone
7. stick
8. book
9. cigarette
10. match

Directions

1. Divide the class into several teams.
2. Give each team a list (see above sample) of things to find.
3. Set a time limit of 10-15 minutes for finding the objects.
4. The first team to return with all objects is the winner.
5. When the students return, the teacher or the students can ask "What's this called in English?"

Variation

For lower levels, pictures of items that the students are to find can be used. If students do not know the name of a pictured item, they must ask, "What is this (in English)?"

IDEA SUGGESTED BY:

Integrated Program Staff

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Observe classroom etiquette

LEVEL: A

GENERAL TECHNIQUE: Repetition Drills, Role Play

1.8
(SO – 6)

Estimated Time	30 minutes
Objective	Students can apologize for lateness.
Materials	2 cardboard clocks with movable hands
Directions	

1. Put two cardboard clocks with fixed times on the board. One clock shows the time that class begins; the other shows the time that class ends.

2. Put rods of different colors (red and blue) on the desk. Indicate that the red rod represents you and that the blue rods represent the students.

3. Point to the clock indicating the time that class begins and show the red rod arriving to the class as well as most of the blue rods. Leave one blue rod outside the group.

4. Move the hands on the clock to indicate the passage of time.

5. Then the "late" rod arrives in the "classroom."

6. Using gestures and facial expressions and pointing to the clock, indicate that the student should not come late to class.

7. The "late" rod says, (with teacher providing the language) "I'm sorry I'm late."

8. Using a *repetition drill* (see General Techniques), the students practice the phrase "I'm sorry I'm late."

9. Review by assigning students' names to different colored rods. When a rod comes late to class, the student whose name is assigned to the rod says, "I'm sorry I'm late."

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Observe classroom etiquette

1.9
(SO – 6)

LEVEL: B, C, D

GENERAL TECHNIQUE: Rejoinder Drills

Estimated Time

30 minutes

Objective

Students can explain their reasons for being late or absent.

Materials

Pictures of situations such as a sick person, a person cooking, a person sleeping, a person shopping, a person eating (optional)

Directions

1. Show a picture or pantomime a reason for being late or absent, such as *sick, eating, cooking, sleeping, shopping, taking care of children, working.*

2. While showing the picture or pamtomiming, ask a student:

   "Why was I absent?" or
   "Why was I late?"

3. The student answers according to the picture or the pantomime. Lower level students can give a one-word answer (sick, etc.). Higher level students can use a complete sentence.

4. Give the pictures to individual students and ask:

   "Why were you absent?" or
   "Why were you late?"

   Students answer according to the pictures.

Variation

Higher level students can ask each other the questions.

IDEA SUGGESTED BY: International Catholic Migration Commission (ICMC) Bataan, Philippines	**COMPETENCY:** Observe classroom etiquette **LEVEL:** C, D **GENERAL TECHNIQUE:** Chanting, TPR 1.9 (SO – 6)

Estimated Time 30 minutes

Objective Students can express general classroom rules.

Materials Student handouts of jazz chant (see below)

Directions

1. Using the *chanting* technique (see General Techniques), present the following chant with accompanying gestures:

   Keep those long legs off your chair.
   Keep those big feet on the floor.

   Take your hat off when you come in;
   You're not outside anymore.

   Keep your mouth shut when someone's talking.
   When you're sleepy, don't just yawn.

   Don't speak _______ in the classroom. (Lao, Khmer, etc.)
   And don't litter on the floor.

   Say "Hello" when you come in.
   And "Goodbye" when you go home.

Banking

COMPETENCY	COMPETENCY NUMBER
Cash a check or money order	16.1
Locate a bank	16.2
Buy a money order	16.3
** Open an account, i.e., checking, savings	16.4
** Use a bank account	16.5

IDEA SUGGESTED BY:

ESL Staff

The Consortium
Galang, Indonesia

International Catholic Migration
Commission
Bataan, Philippines

COMPETENCY: Cash a check or money order

LEVEL: All

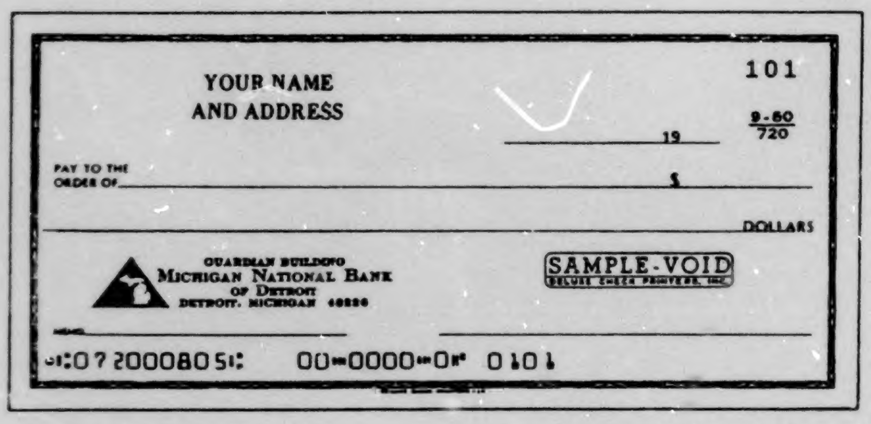
GENERAL TECHNIQUE: Role Play

16.1
(B–3)

Estimated Time	30 minutes
Objective	Students can describe another person.
Materials	Signs: BANK, TELLER Props for bank robbery (toy gun, handkerchief, money) Blank checks for each student
Directions	1. Arrange before class to have an American, whom the students do not know, stage a bank robbery. 2. Set up the class like a bank with signs: BANK, TELLER. Tell the students they will practice cashing a check at a bank. (Students should have previously studied language for cashing a check.) 3. Give each student a blank check to make payable to her/himself. 4. Tell the students to stand in line with their checks at the "Teller" window. 5. Just as the students are about to cash their checks, the stranger comes into the bank with a handkerchief over her/his face and a "gun," pushes her/his way to the front of the line and robs the bank. S/he quickly leaves with the money. 6. Then ask the students to describe the robber. Low level classes can be assisted with the description if necessary by questions, e.g., Was s/he tall? Was s/he fat? What color was her/his shirt? 7. After students have described the robber, ask higher level classes to tell or write everything that happened in the past tense. Write key words on the board to help.

Variation

After students have described the robber, invite 3-4 Americans of the same sex and the same size as the robber to come into the classroom for a "police line-up." One of the Americans should have changed clothes with the bank robber before coming to the line-up. The students try to guess which one is the real robber and tell why they think that person is the robber.



YOUR NAME
AND ADDRESS

101

19

$\frac{9-80}{720}$

PAY TO THE ORDER OF $

DOLLARS

GUARDIAN BUILDING
MICHIGAN NATIONAL BANK
OF DETROIT
DETROIT, MICHIGAN 48226

SAMPLE-VOID
DELUXE CHECK PRINTERS, INC.

MEMO

⑆072000805⑆ 00⑈0000⑈0⑈ 0101

Taken from **American Cultural Orientation Workbook** *by Virginia Johnson, Ralph Stevens and Dennis Voboril, ICMC, 1982.*

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Cash a check or money order

LEVEL: A, B

GENERAL TECHNIQUE: Oral Dialogues

16.1
(B – 3)

Estimated Time

1 hour

Objective

Students can cash a check.

Materials

A large calendar
Checks (1 large check filled out; individual paychecks for each student)
ID cards
Sight word: BANK (on large card)
Picture or model of bank

Directions

1. Put a large calendar on the board in front of the class and ask two students to pretend they are working.

2. Point to the first day of the month and then to the 15th of the month. Give a large paycheck to the workers while pointing to the 1st and 15th of the month.

3. To show the different aspects of the check, point out on the large check: the date; the amount in numbers and words; the receiver's name; and the employer's name.

4. To check understanding, ask students about the large check with questions such as the following:
   - What's the date?
   - How much is it for?
   - Who's it to?
   - Who signed the check?

5. Point to the bank's name on the check and hold up a picture or a model of a bank and introduce the sight word BANK.

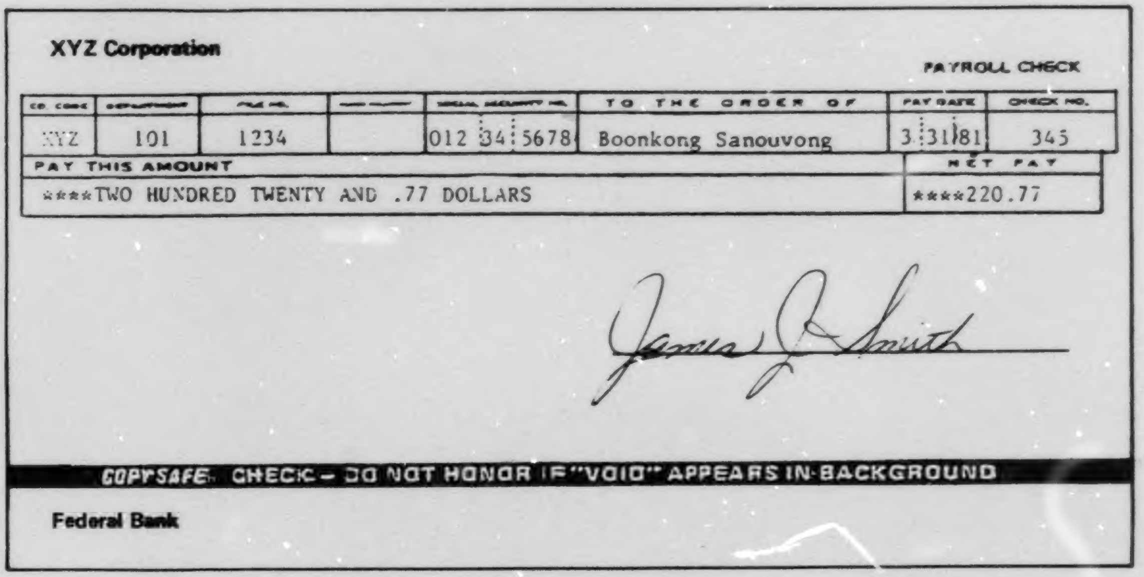
6. Introduce the concept of ID card by showing your ID card, pointing to the photo and name and saying, "Identification" (a good word association technique is to stress the "I" in "Identification"). Students who have ID's can show them in answer to the question, "Do you have an ID?"

7. Introduce the following dialogue (see General Techniques):

Teller. May I help you?
Customer: Yes. I want to cash a check.
Teller: Do you have an ID?
Customer: Yes. Here it is.
Teller: Sign here please.
Customer: (signs on back of check)
Teller. (gives money to customer)

8. Distribute paychecks to the students. They practice the dialogue by going to the bank with their checks, showing their ID's and endorsing the checks.

NOTE: Students should practice signing their checks so the signatures are legible. Students should be reminded that the same signature should be used on everything since banks compare signatures before making transactions.



XYZ Corporation

PAYROLL CHECK

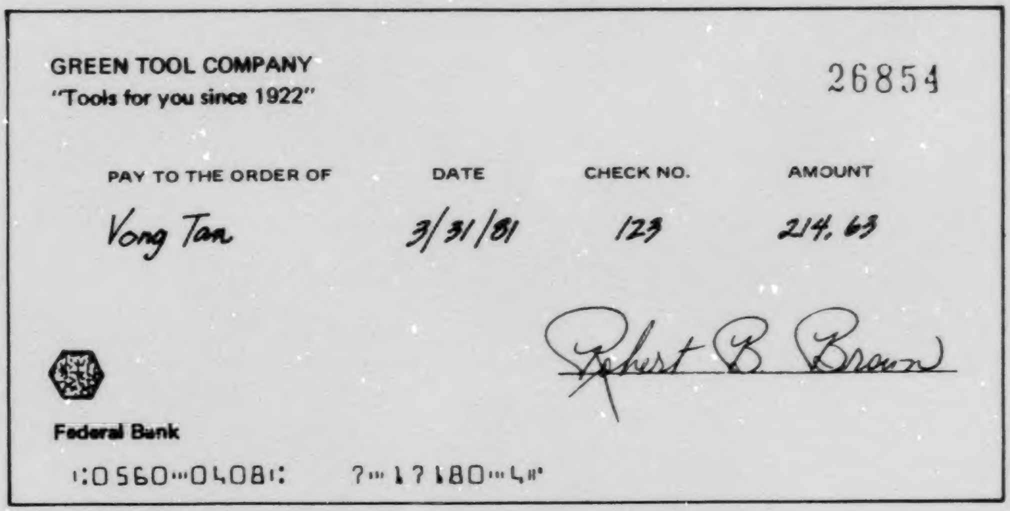
CO. CODE	DEPARTMENT	[illegible]	[illegible]	SOCIAL SECURITY NO.	TO THE ORDER OF	PAY DATE	CHECK NO.
XYZ	101	1234		012 34 5678	Boonkong Sanouvong	3 31 81	345

PAY THIS AMOUNT	NET PAY
****TWO HUNDRED TWENTY AND .77 DOLLARS	****220.77

James J. Smith

COPYSAFE CHECK – DO NOT HONOR IF "VOID" APPEARS IN BACKGROUND

Federal Bank



GREEN TOOL COMPANY
"Tools for you since 1922"

26854

PAY TO THE ORDER OF	DATE	CHECK NO.	AMOUNT
Vong Tan	3/31/81	123	214.63

Robert B. Brown

Federal Bank

⑆0560⑈0408⑆ 7⑈17180⑈4⑈

Taken from **American Cultural Orientation Workbook** *by Virginia Johnson, Ralph Stevens and Dennis Voboril, ICMC, 1982.*

IDEA SUGGESTED BY:

Herman Supriady K.

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Cash a check or money order

LEVEL: B, C

GENERAL TECHNIQUE: Dialogue Grid

16.1
(B– 1, 3)

Estimated Time

1 hour

Objective

Students can cash a check or money order.

Materials

A large copy of dialogue grid, "Banking" or individual copies for each student

Directions

1. Following procedures for teaching *dialogue grids* (see General Techniques), present the following dialogue using the "Banking" grid:

A: Can I help you?
B: I want to cash this check.

A: Do you have an ID?
B: Yes. I have a student card.

A: No. That's not good enough.
Do you have a passport?
B: No, but I have an I-94.

A: Good.
B: Here.

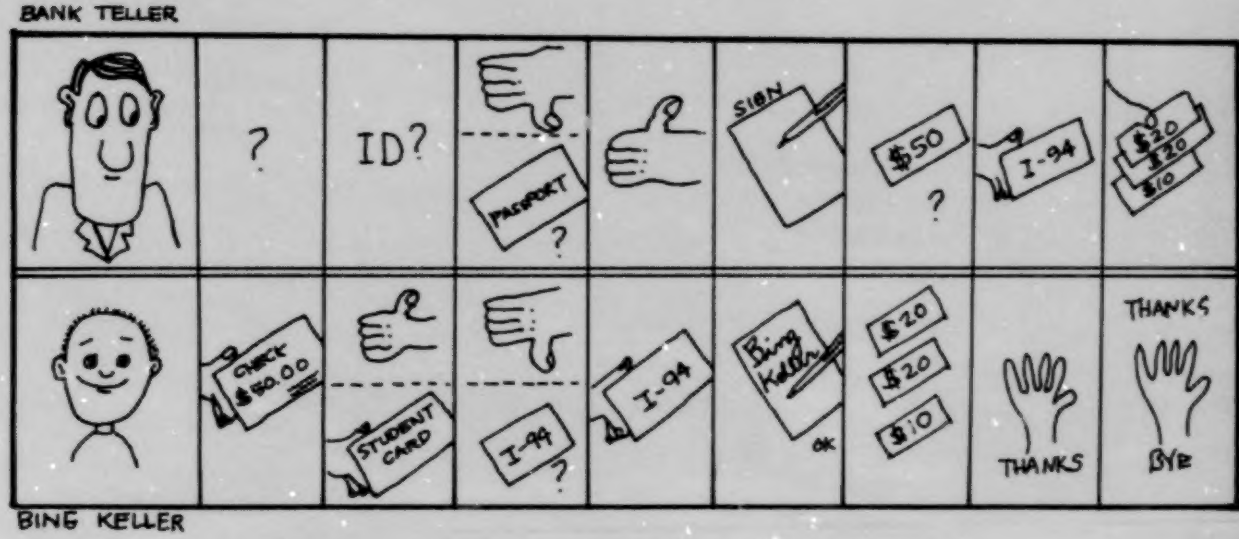
A: Sign (endorse it), please.
B: OK.

A: One $50 bill?
B: No. Two $20 bills and one $10 bill.

A: Here's your I-94.
B: Thanks.

A: And here's your $50.
B: Thanks. Bye.

Taken from America, In Sight by Fred Ligon and Herman S.K.


BANK TELLER
?
ID?
PASSPORT
?
SIGN
$50
?
I-94
$20
$20
$10
CHECK $50.00
STUDENT CARD
I-94
?
I-94
Bing Keller
OK
$20
$20
$10
THANKS
THANKS
BYE
BING KELLER

IDEA SUGGESTED BY:

Rustico de los Reyes

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Cash a check or money order

LEVEL: D, E

GENERAL TECHNIQUE: Role Play

16.1
(B – 1, 2, 3)

Estimated Time	30 - 45 minutes
Objective	Students can cash a check.
Materials	Cards with role play situations

Directions

1. The students are divided into pairs. Each pair is given a card with a banking situation, such as the following:
   - You'd like to cash a check but you forgot your ID.
   - You'd like to cash a check but you forgot to endorse it.
   - You're in a hurry and you want to cash a check so you move to the front of the bank line, out of turn.
   - You are a bank robber and you want to rob the bank.
   - You are a person who has never kept your money in the bank. You want to know if the bank is a safe place.
2. The students work in pairs with one student being the bank teller and the other being the person using the bank's services. The students prepare a role play and present it to the other students.

IDEA SUGGESTED BY:

ESL Staff

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Locate a bank

LEVEL: C

GENERAL TECHNIQUE: Fluency Squares

16.2
(SH – 12)

Estimated Time

30 minutes

Objective

Students can recognize bank hours.

Materials

None

Directions

1. Draw the following fluency square on the board and follow the general techniques for *fluency squares* (see General Techniques):

	OPEN	CLOSED
U.S. Bank	MON.-SAT. 9:00 - 3:00	SUN.
Universal Bank	MON.-FRI. 10:00 - 3:30	SAT., SUN.

2. Ask the class questions such as:

   - What bank is open Monday to Saturday?
   - What bank is open Monday to Friday?
   - What bank is closed Sunday?
   - What bank is closed Saturday?
   - When is the U.S. Bank open?
   - When is the Universal Bank open?
   - When is the U.S. Bank closed?
   - When is the Universal Bank closed?
   - What bank do you go to if you want to cash a check on Saturday?

IDEA SUGGESTED BY:

Fred Ligon

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

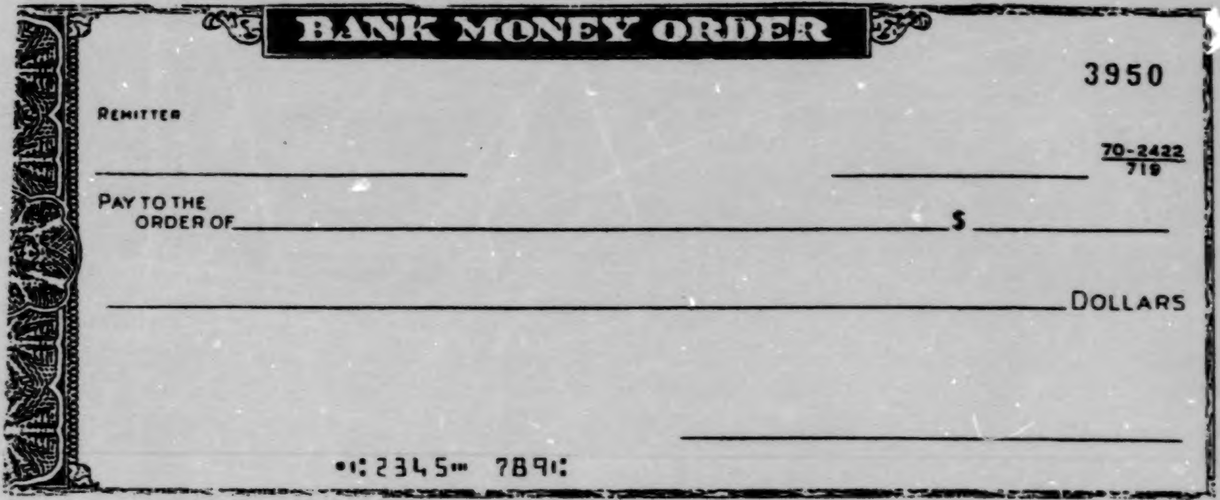
COMPETENCY: Buy a money order

LEVEL: B

GENERAL TECHNIQUE: Picture Stories

16.3
(B–4, 6)

Estimated Time	1 hour
Objective	Students can buy a money order at a bank.
Materials	Copies of the picture story, "Money Order" (attached) Bank money orders for each student to fill out (see attached)
Directions	1. Follow the general procedures for *picture stories* (see General Techniques) to present the picture story, "Money Order." NOTE: Students should each get a money order and practice filling it out.



BANK MONEY ORDER

3950

REMITTER

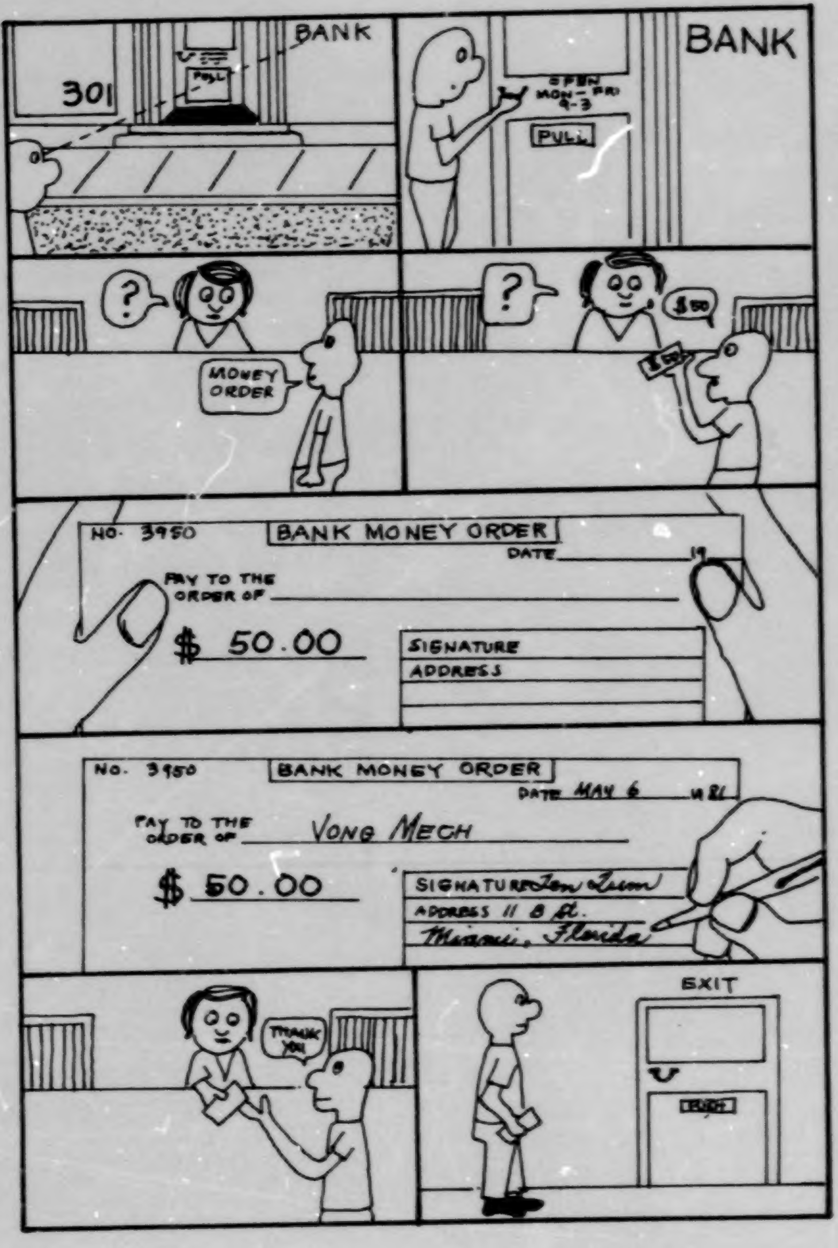
$\frac{70\text{-}2422}{719}$

PAY TO THE ORDER OF ______________________ $ __________

______________________ DOLLARS

⑆2345⑈ 789⑆

Taken from American Cultural Orientation Workbook by Virginia Johnson, Ralph Stevens and Dennis Voboril, ICMC, 1982.


BANK
301
PULL
BANK
OPEN MON–FRI 9–3
PULL
?
MONEY ORDER
?
$50
NO. 3950
BANK MONEY ORDER
DATE 19
PAY TO THE ORDER OF
$ 50.00
SIGNATURE
ADDRESS
NO. 3950
BANK MONEY ORDER
DATE MAY 6 19 81
PAY TO THE ORDER OF VONG MECH
$ 50.00
SIGNATURE
ADDRESS 11 B St.
Miami, Florida
THANK YOU
EXIT
PUSH

Taken from **In Sight** *by Fred Ligon, The Experiment in International Living.*

IDEA SUGGESTED BY:

Fred Ligon

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Open an account

LEVEL: C, D

GENERAL TECHNIQUE: Picture Stories

16.4
(B – 8)

Estimated Time

1 hour

Objective

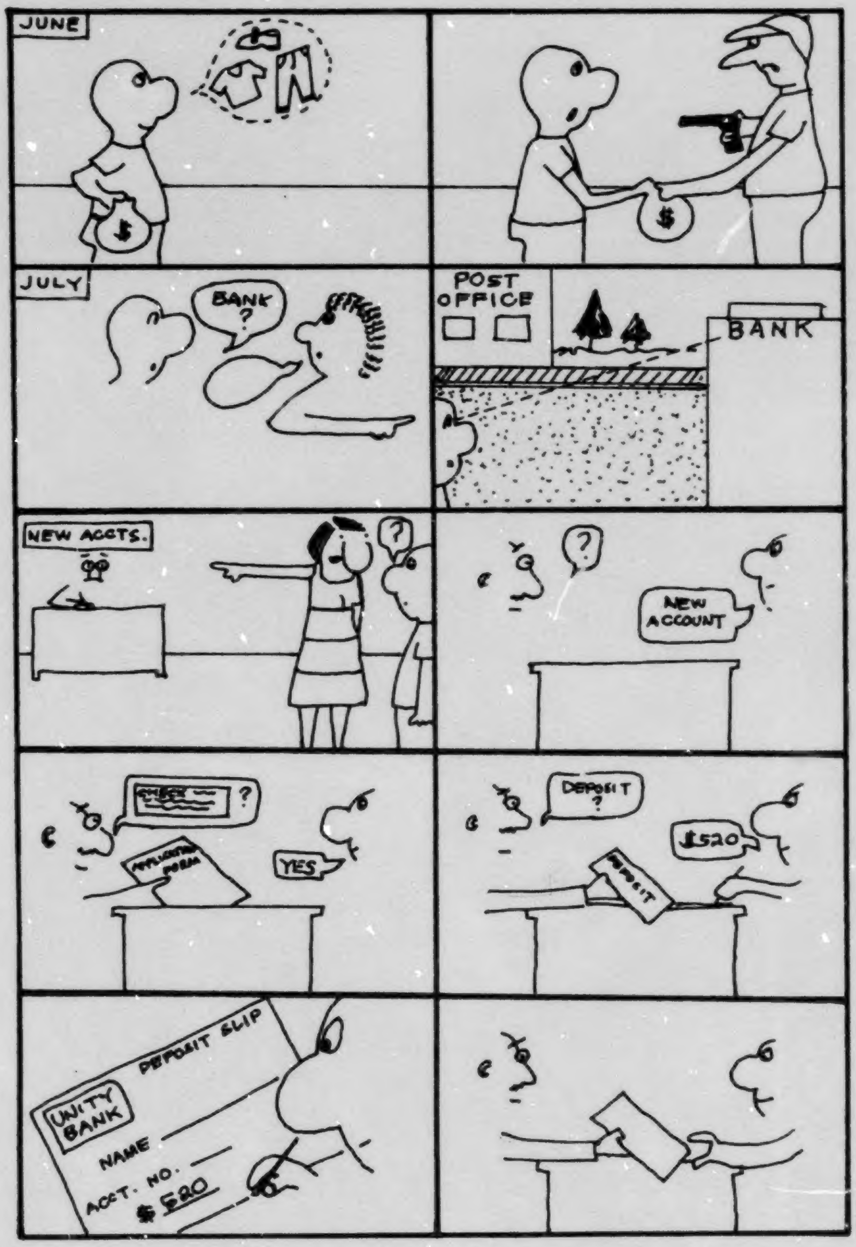
Students can open an account.

Materials

Copies of picture story, "Bank Account" (see other side)

Directions

1. Follow the general procedures for *picture stories* (see General Techniques) to present the picture story, "Bank Account."
2. Set the situation: A man is robbed while carrying his money. He decides to go to the bank and open a bank account.
3. Suggested language includes the following:
    1. The man is walking.
       He is holding a bag of money.
       He is thinking about buying some clothes.
       /It's June./
    2. A thief takes his money.
    3. He asks a woman, "Where is the bank?"
       She says, "Over there."
       /It's July./
    4. He goes to the bank.
    5. He asks a woman, "Where can I open an account?"
       She says. "Over there."
    6. A man asks, "Can I help you?"
       He says, "I want to open a new account."
    7. The bank official asks, "Do you want a checking account?"
       He says, "Yes." He's given an application form.
    8. The bank official asks, "How much do you want to deposit?"
       He says, "$520."
       The bank official gives him a deposit slip.
    9. He fills out the deposit slip.
    10. The bank official gives him a check book.


JUNE
JULY
BANK ?
POST OFFICE
BANK
NEW ACCTS.
?
?
NEW ACCOUNT
?
APPLICATION FORM
YES
DEPOSIT ?
$520
DEPOSIT
DEPOSIT SLIP
UNITY BANK
NAME
ACCT. NO.
$ 520

Taken from **America, In Sight** *by Fred Ligon and Herman S.K.*

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Open an account;
Use a bank account

16.4
16.5
(B – ALL)

LEVEL: D, E

GENERAL TECHNIQUE: Role Play,
Narrative

Estimated Time

1 hour

Objective

Students can open and use a bank account.

Materials

Checks, money orders, open account forms, deposit slips, withdrawal slips (optional)

Directions

1. After students have practiced the language in Competencies 16.4, 16.5, divide the class into pairs.
2. Each pair is assigned a role play situation:
   - cash a check
   - cash a money order
   - buy a money order
   - open an account
   - deposit money in an account
   - withdraw money from an account
3. Students perform the above role plays in pairs.
4. After each role play, the student who was the customer, returns "home" and tells her/his friends (the class) the procedures s/he went through at the bank. This will be done in the past tense using words such as first, next, after that, then, etc.

Examples:

Cashing a check

First, I went in the bank, then I went to the teller's window. I showed her the check and she told me to endorse it. After that I showed her my ID. Then she gave me the money.

Opening an account

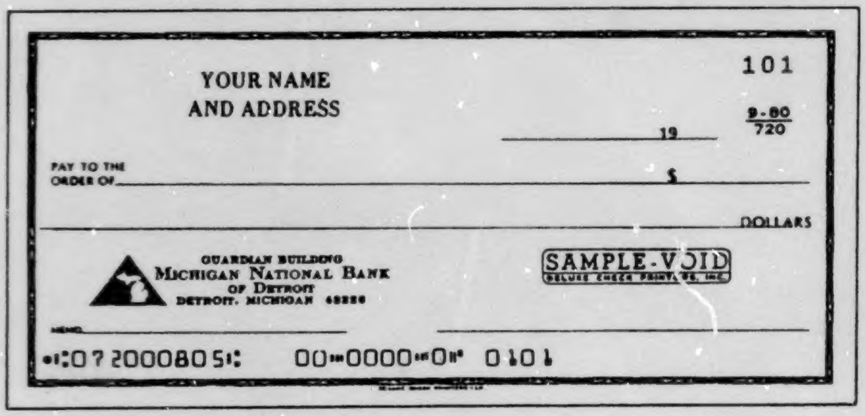
First, I went in the bank and I saw a desk for opening accounts. I told the man I wanted to open an account. I filled out a form, then I showed him my ID. I gave him the money to deposit and he gave me my account book (checkbook).

Purchasing a check/money order

I went in the bank and told the teller I wanted a check to send to Thailand. She told me to fill out a form, and I had to pay 50¢ for the check.

Variations

- Give the class the above narratives as cloze exercises.
- Give the narratives to the class in the present tense; and the students change them to the past tense.
- The class can write the narratives as a dictation.
- The narratives can be recorded and students can work together to correct pronunciation or grammar mistakes.



YOUR NAME
AND ADDRESS

101

9-80/720

19

PAY TO THE ORDER OF $

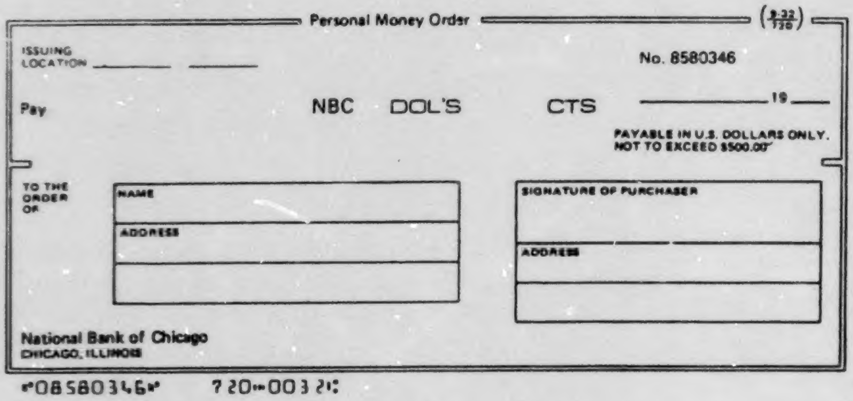
DOLLARS

GUARDIAN BUILDING
MICHIGAN NATIONAL BANK
OF DETROIT
DETROIT, MICHIGAN 48226

SAMPLE-VOID
DELUXE CHECK PRINTERS, INC.

MEMO

⑆072000805⑆ 00⑈0000⑈0⑈ 0101



Personal Money Order (9-32/720)

ISSUING LOCATION

No. 8580346

Pay NBC DOL'S CTS 19

PAYABLE IN U.S. DOLLARS ONLY.
NOT TO EXCEED $500.00

TO THE ORDER OF

NAME

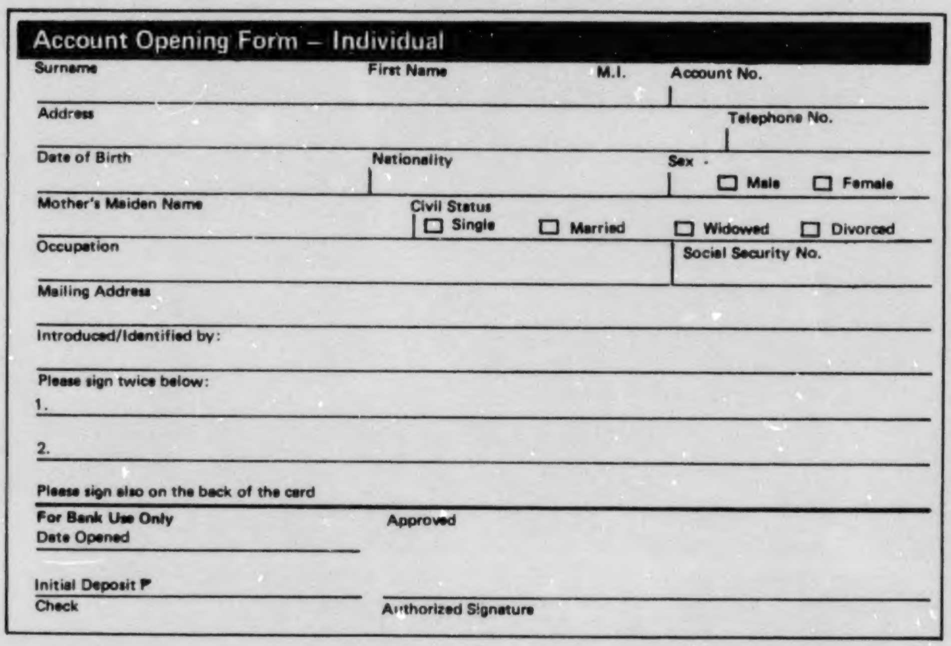
ADDRESS

SIGNATURE OF PURCHASER

ADDRESS

National Bank of Chicago
CHICAGO, ILLINOIS

⑈08580346⑈ 720⑉0032⑆



Account Opening Form – Individual

Surname | First Name | M.I. | Account No.

Address | Telephone No.

Date of Birth | Nationality | Sex - ☐ Male ☐ Female

Mother's Maiden Name | Civil Status ☐ Single ☐ Married ☐ Widowed ☐ Divorced

Occupation | Social Security No.

Mailing Address

Introduced/Identified by:

Please sign twice below:

1.

2.

Please sign also on the back of the card

For Bank Use Only

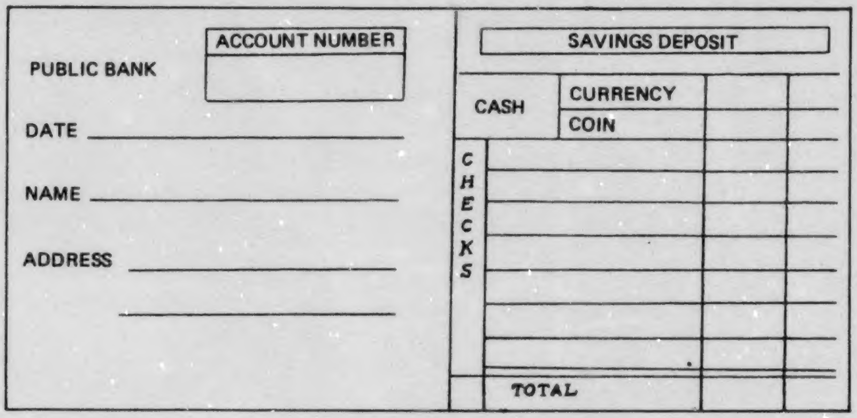
Date Opened

Approved

Initial Deposit ₱

Check

Authorized Signature



PUBLIC BANK

ACCOUNT NUMBER

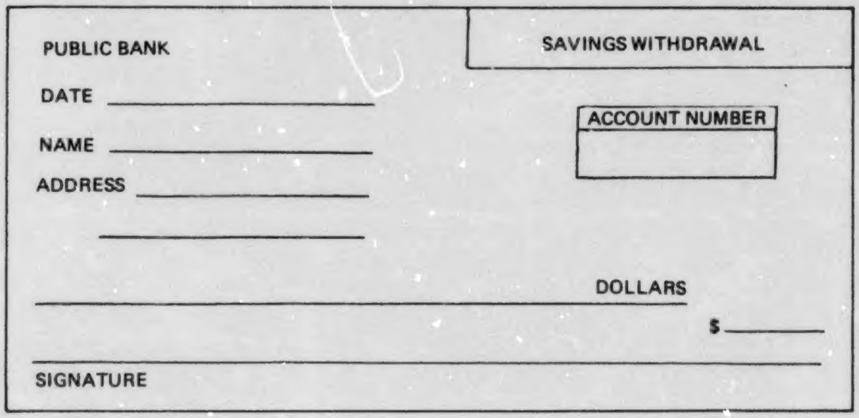
DATE

NAME

ADDRESS

SAVINGS DEPOSIT

CASH	CURRENCY		
	COIN		
CHECKS			
	TOTAL		



PUBLIC BANK

SAVINGS WITHDRAWAL

DATE

NAME

ADDRESS

ACCOUNT NUMBER

DOLLARS

$

SIGNATURE

Taken from **American Cultural Orientation Workbook** *by Virginia Johnson, Ralph Stevens and Dennis Voboril, ICMC, 1982*

IDEA SUGGESTED BY:

Maria Ruby Ibañez

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Open an account

LEVEL: D, E

GENERAL TECHNIQUE: Song

16.4
(B – 8, 10)

Estimated Time 15 minutes

Objective Students can review banking language with a song.

Materials Copies of the song, "It's the Real Thing"

Directions After students have practiced opening an account, present the following song for fun:

Tune: "It's the Real Thing" (Coca-Cola commercial) or
"I'd Like to Teach the World to Sing"

"It's the Real Thing"

I'd like to open an account
So I'll go to the bank.
I'd like to save a little cash
And earn some interest.

It's true the bank's a busy place.
Oh, dear, what should I do?
The teller's window's over there.
Is that the place to go?

It's the real thing:
Pennies, nickels, and dimes,
Quarters, dollars, and checks.
It's the real thing.

She shouted, "Next!" and I stepped up,
My money in my hand.
"I have a hundred dollars here.
I hope that it's enough."

I put my money in the bank.
And let it work for me.
And now I have this little book
That shows how much I have.

It's the real thing:
Pennies, nickels, and dimes,
Quarters, dollars, and checks.
It's the real thing.

IDEA SUGGESTED BY:

Kenneth Kawasaki
International Catholic Migration Commission (ICMC)
Bataan, Philippines and

ESL Staff
Phanat Nikhom, Thailand

COMPETENCY: Use a bank account

LEVEL: C, D

GENERAL TECHNIQUE: Game

16.5
(B – ALL)

Estimated Time

30-45 minutes

Objective

Students can pay and receive given amounts of money.

Materials

Break the Bank cards
Play money
Dice

Directions

1. The students are divided into groups. Each student gets $200 in small bills. $500 is placed in the center of the table. This is the "bank." Each group gets one die and sets 1-6 of Break the Bank cards, with the numbers 1-6 on one side and instructions on the other side:

   Set #1: Take (withdraw)___$___ from the bank.
   Set #2: Put (deposit)___$___ in the bank.
   Set #3: Give each player___$___.
   Set #4: Receive___$___from each player.
   Set #5: Buy a money order for___$___ from the bank.
   Set #6: Cash a check for ___$___.

   Sample cards:

Side 1	Side 2	Side 1	Side 2
1	Take $10 from the bank.	**2**	Deposit $30 in the bank.

2. Student 1 rolls the die, takes the top card from the pile corresponding with the number on the die, reads the instructions aloud, and follows the directions.

   Example: Student 1 rolls 3. S/he takes a card from Set #3 and reads it aloud: "Give each player $5.00." The student then pays the $5.00 to each of the players.

3. The game continues with each player rolling the die, taking and reading a card, and following the instructions until a player or the bank runs out of money.

Variation	To make the game continue longer, the students can play to see who gets the most money. A student who runs out of money can borrow from another player by writing an "IOU." This money must be paid back at the end of the game before students make a final count of their money.

IDEA SUGGESTED BY: ESL Staff The Consortium: The Experiment in International Living Save the Children Federation World Education Phanat Nikhom, Thailand	**COMPETENCY:** Use a bank account **LEVEL:** C, D, E **GENERAL TECHNIQUE:** Dialogues

16.5
(B – 9)

Estimated Time	1 hour
Objective	Students can use an account.
Materials	Blank checks for each student

Directions

1. Give students blank checks to fill out as they work with the various dialogues.
2. Present the following dialogues (see General Techniques):
   1. Buying clothes — customer and store clerk:

      A: How much is it?
      B: $28.49, please.
      A: Will you take a check?
      B: Yes, if you have an ID.(or 2 ID's)

      Customer makes out a check to Western Clothing Co. Clerk checks ID before giving customer his package.

   2. Paying rent—landlord calls tenant because rent is late:

      A: Hello, Doug? This is Frank Paterson. It's already the 5th and I haven't received your rent yet.
      B: Oh, sorry! I forgot. Can I send you a check?
      A: Yes. That would be fine.
      B: I'll send it today.
      A: Thanks.

      Doug makes out a check for $250 to Frank Paterson.

   3. Paying bills— two roommates are talking:

      A: The phone bill came today.
      B: How much is it?
      A: $24.00.
      B: Did you make any long distance calls?
      A: Yes, one call was $10. I'll pay $17.00 and you pay $7.00.
      B: Can you write a check? I'll give you $7.00 in cash.
      A: OK.

      A writes a check for $24 to Northwestern Bell.

3. Students role play the dialogues in pairs, making out checks to the appropriate persons and for the appropriate amounts based on the dialogues.

Variation

Additional dialogues can be written to practice filling out withdrawal and deposit slips (e.g., a situation in which a customer wants to: deposit $500 in his account; deposit a $200 check and get $75 in cash).

PUBLIC BANK

NO. ______

PAY TO THE
ORDER OF ____________________ $ ______

____________________ DOLLARS

ACCOUNT NO.
34-5678-9 ____________________

PUBLIC BANK

NO. ______

PAY TO THE
ORDER OF ____________________ $ ______

____________________ DOLLARS

ACCOUNT NO.
34-5678-9 ____________________

PUBLIC BANK

NO. ______

PAY TO THE
ORDER OF ____________________ $ ______

____________________ DOLLARS

ACCOUNT NO.
34-5678-9 ____________________

Taken from American Cultural Orientation Workbook *by Virginia Johnson, Ralph Stevens and Dennis Voboril, ICMC, 1982.*

Clothing

COMPETENCY	COMPETENCY NUMBER
Describe clothing needs	2.1
Locate clothing	15.1
Select and pay for clothing, i.e., size, price, color, style, fabric	15.2
Locate places to buy clothing	15.3
**Give and receive compliments about dress	15.4
**Care for clothing, e.g., hand/machine wash, dry, iron, dry-clean	15.5

IDEA SUGGESTED BY:

Maria Luisa Mundo

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Describe clothing needs

LEVEL: A, B

GENERAL TECHNIQUE: Use of Visuals: Eliciting Substitution Drills

2.1
(SH – 1)

Estimated Time

30 minutes

Objective

Students can describe clothing needs.
Students can describe clothing needs for different seasons.

Materials

Pictures of people in the snow, rain, or heat
Pictures of people missing certain articles of clothing (e.g., a person with only one shoe) or wearing torn clothing

Note: The pictures can be simple stick figures.

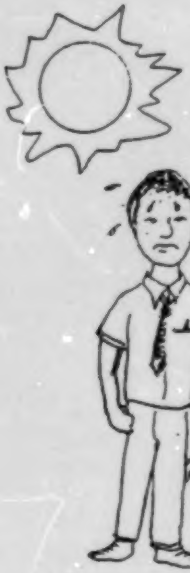
Directions

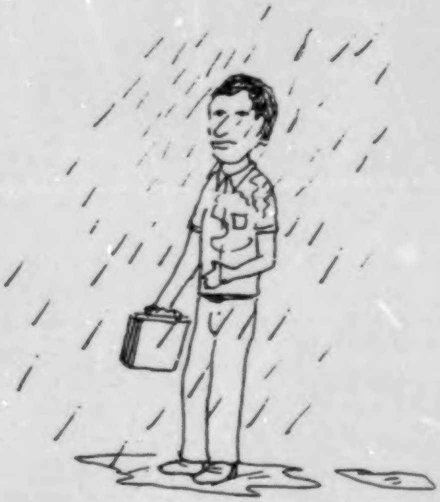
This activity assumes that the students already know the names of the basic articles of clothing.

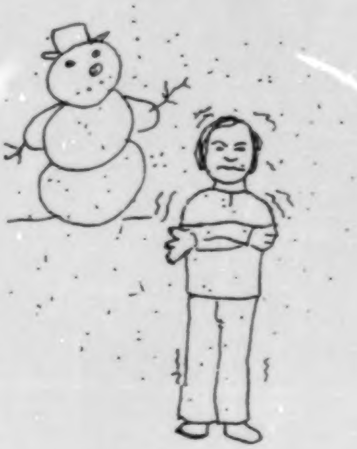
1. Show the students pictures of people missing certain pieces of clothing or in torn or ragged clothing and ask, "What does s/he need?"
2. The students respond, "S/he needs a *shoe.*" (For low level classes, students do not need to answer in a complete sentence.)
3. Show a picture of a man in the snow (rain, sun) and ask, "What does he need?"
4. The students respond by suggesting the appropriate clothing for the weather shown, "He needs a *raincoat.*"

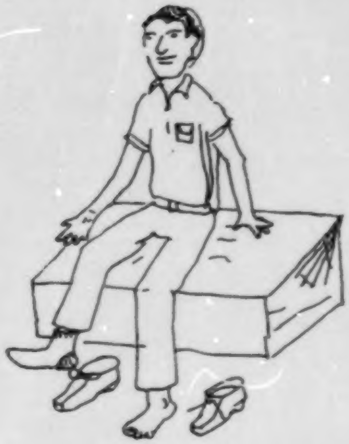
Variations

- Put pictures of the missing/appropriate articles of clothing in the front of the room. If the students do not know the name of the article needed, they can point to the picture and ask their classmates, "What's this?"
- Give a picture to each student. Ask the student, "What do you need?"









IDEA SUGGESTED BY: Moira Lucie Lutheran Immigration and Refugee Services, American Council for Nationalities Services (LIRS/ACNS) Hong Kong	**COMPETENCY:** Describe clothing needs **LEVEL:** A, B **GENERAL TECHNIQUE:** Substitution/Repetition/Rejoinder Drills

2.1
(SH –1)

Estimated Time	1 hour
Objective	Students can describe clothing needs for themselves and for others in the class.
Materials	Chalkboard and colored chalk or colored paper and tape Pictures of clothing items (optional)
Directions	This activity is used to review articles of clothing that have already been taught.

1. Make the following grid on the chalkboard:

Student's Name	Clothing Needs	Color

2. Fill in all the students' names in the first column.
3. Ask each student: "What do you need?"
4. When the student responds, draw in the article of clothing (or attach a picture of that article of clothing) in the second box next to the student's name.
5. Ask each student: "What color do you want?"
6. Using pieces of colored chalk or attaching a small strip of colored paper, fill in the third column based on the student's response.
7. As each line is filled in, the students repeat after the teacher or respond to the teacher's questions:

   Repetition Drill: Thanh needs a shirt.
   He wants a red shirt.

   Rejoinder Drill: T: What does he need?
   S: He needs a shirt.

8. After two or three lines have been completed in this way, begin pointing to the boxes to elicit the language.

9. When the grid is completed, ask the students questions about what each person in column one needs and what color s/he wants, but in random order. Students will have to listen for the names to be able to answer correctly. For level A students, point to the names since these students can probably not read the names.

IDEA SUGGESTED BY:

Sorta Nainggolan and Benny Donald Dablas

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Describe clothing needs

2.1
(SH – 1)

LEVEL: B, C

GENERAL TECHNIQUE: Use of Visuals

Estimated Time

30 minutes

Objective

Students can describe the clothing needs of others, using personal pronouns and descriptive adjectives.

Materials

3 x 5 cards:
- clothing pictures
- colors
- names of family members

Directions

1. The class is divided into small groups (about 4-6/group). The groups sit in circles with the 3 stacks of cards (clothes, colors, family members) in front of them.
2. The first player draws a card from the "Family Member" pile. Based on the card drawn, s/he asks the player to her/his right, "What does your *sister* want?"
   (family member)
3. The second player draws 2 cards, first from the "Color" pile and then from the "Clothing" pile. Based on the cards s/he responds, "She wants a *green* *shirt.*"
   (color) (clothing)
4. The game continues around the circle, with the second player asking the third player, etc., until all have asked and answered the question.

Variations

- To stress the correct grammatical structure, write parts of the sentence on the board leaving blanks for the words from the cards (or a pocket chart can be used):

  My ________ wants a ________ ________.

  Students pick cards from each pile and attach them to the proper blank. Additional cards with "I" or "They" can be added. Students then must erase the "s" on "want"; or they may add an "s" to the article of clothing to make it plural.

- Spread all the cards on a table in front of the class. There should be two copies of each card and 2 pocket charts.

  The students are divided into two teams. Say a sentence such as, "My son wants a red shirt." One student from each team comes to the front and finds the correct word and picture cards. The first student to place the three cards in the appropriate place in her/his team's pocket chart gets a point for the team.

IDEA SUGGESTED BY:

Kate Somers

Lutheran Immigration and Refugee Services, American Council for Nationalities Services (LIRS/ACNS)

Hong Kong

COMPETENCY: Describe clothing needs

LEVEL: C, D

GENERAL TECHNIQUE: Memory Game

2.1
(SH – 1)

Estimated Time

30 minutes -- 1 hour

Objective

Students can describe a person by the clothing s/he is wearing.

Materials

None

Directions

This game can be played after articles of clothing and colors have been taught.

1. Three students form a group, with S1 and S2 sitting back to back and S3 standing next to them.
2. Student 1 tries to describe from memory what S2 is wearing. If S1 cannot remember, s/he can ask S3 questions:

   Is s/he wearing a *shirt?*
   (article of clothing)

   What color is her/his *shirt?*
   (article of clothing)

3. S3 answers any questions asked by S1 or corrects mistakes in S1's descriptions.
4. After S1 has described S2, the students change roles and S2 describes S1, or S3 changes places with S1 or S2.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Locate clothing

LEVEL: All

GENERAL TECHNIQUE: Jeopardy Game

15.1
(SH – 22)

Estimated Time 1 hour

Objective Students can describe clothing and identify the different departments where articles of clothing are found.

Materials Jeopardy Boards (see below)

Directions:

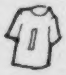
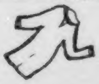
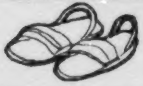
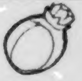
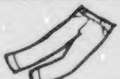
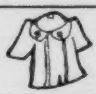
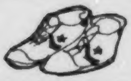
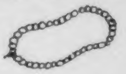
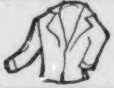
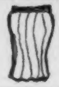
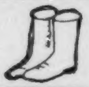
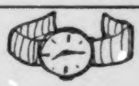
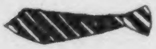
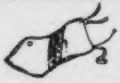
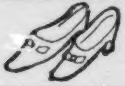
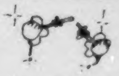
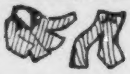
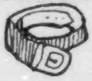
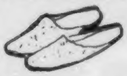
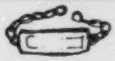
I. **Jeopardy Board (C-D)**

	MEN'S DEPARTMENT	WOMEN'S DEPARTMENT	SHOE DEPARTMENT	JEWELRY DEPARTMENT
$ 10	SHIRT	DRESS	SANDALS	RING
$ 20	PANTS	BLOUSE	TENNIS SHOES	NECKLACE
$ 30	COAT	SKIRT	BOOTS	WATCH
$ 40	TIE	BATHING SUIT	HIGH HEELS	EARRINGS
$ 50	PAJAMAS	BELT	BEDROOM SLIPPERS	BRACELET

1. The above grid is posted or drawn on the board.
2. The general rules for *jeopardy* (see General Techniques) are used for this activity.
3. To get points, students can ask questions such as the following:

Men's Department, $30	— What do you wear when it's cold?
Shoe Department, $20	— What do you wear for sports?
Jewelry Department, $40	— What do you wear on your ears?

II. Jeopardy Board (A-B)

	MEN	WOMEN	SHOE	JEWELRY
$ 10				
$ 20				
$30				
$40				
$50				

1. The teacher puts up the grid illustrated above.
2. The students have to say only the name of the department, the amount of money and the name of the item, e. g., Women — $20 — blouse.

IDEA SUGGESTED BY:

Conchita Bulagay

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Locate clothing

LEVEL: B, C

GENERAL TECHNIQUE: Rejoinder Drills

15.1
(SH – 11, 22;
D–1, 6, 8)

Estimated Time	1 hour
Objective	Students can locate places to buy clothing.
Materials	For variation: Diagram of Newberry's Department Store (see attached)

Directions

1. Draw the following grid on the chalkboard and tell the students that this is a department store:

2. The teacher asks the following questions:

   Where is the basement?
   Where is the first floor?
   Where is the second floor?
   Where is the third floor?
   Where are the shoes?
   Where are the dresses?
   Where are the suits?
   Where are the pants?
   (etc. with other clothing objects)

3. After asking each question, give the chalk to a student who labels the floor number or draws the article of clothing wherever s/he chooses.

4. After the department store is completed, the students ask the teacher or other students the location of different items of clothing:

   A: Where are the *dresses?*
   B: On the *3rd* floor.

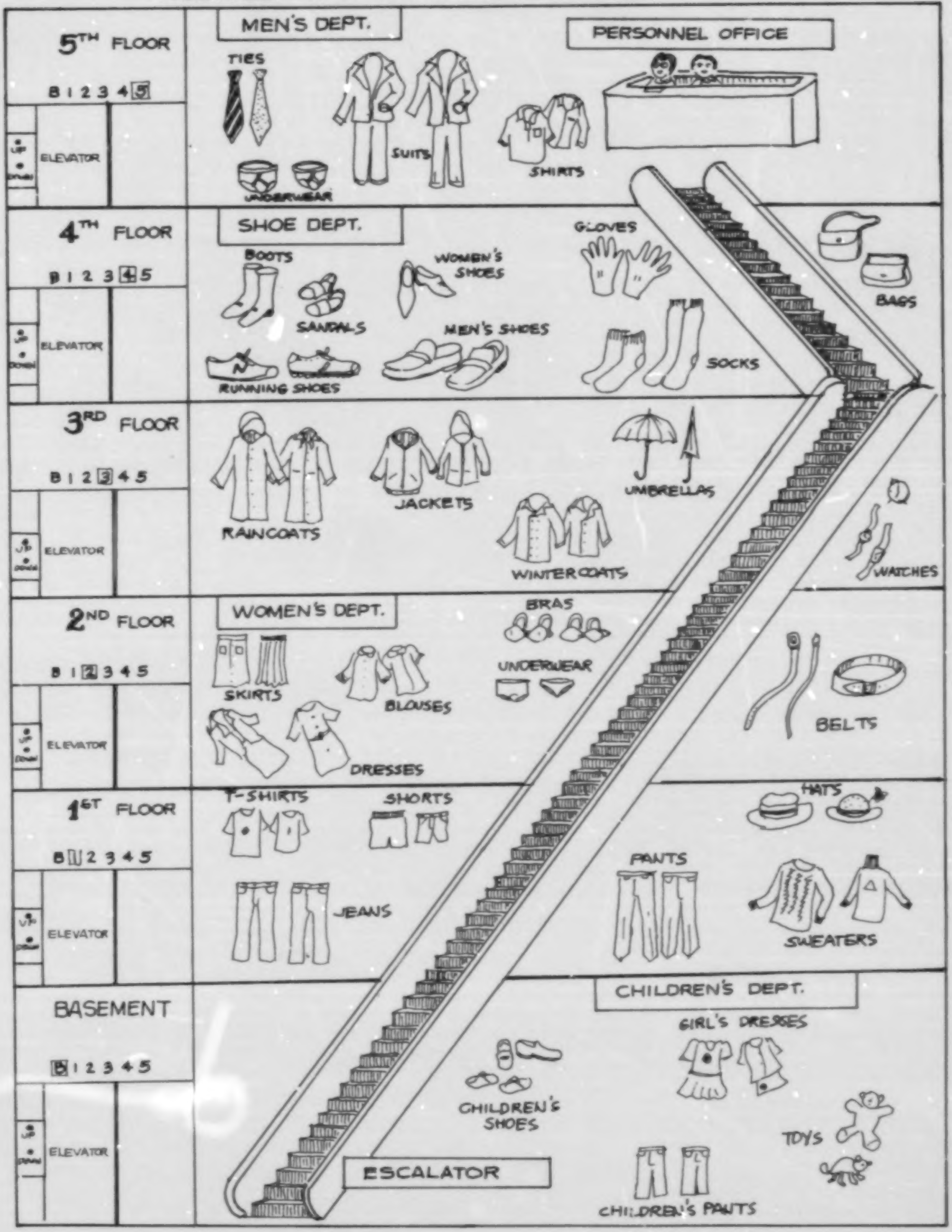
Variations

- This activity can be used for higher levels by adding the names of various departments.

- Instead of having students draw the clothing articles, they can attach pictures in the various locations.

- Give the students the attached diagram of Newberry's Department Store. Students ask each other for the location of different clothing items.

NEWBERRY'S DEPARTMENT STORE


5TH FLOOR
B 1 2 3 4 5
UP
DOWN
ELEVATOR
MEN'S DEPT.
PERSONNEL OFFICE
TIES
SUITS
SHIRTS
UNDERWEAR
4TH FLOOR
B 1 2 3 4 5
UP
DOWN
ELEVATOR
SHOE DEPT.
BOOTS
SANDALS
WOMEN'S SHOES
MEN'S SHOES
RUNNING SHOES
GLOVES
SOCKS
BAGS
3RD FLOOR
B 1 2 3 4 5
UP
DOWN
ELEVATOR
RAINCOATS
JACKETS
UMBRELLAS
WINTER COATS
WATCHES
2ND FLOOR
B 1 2 3 4 5
UP
DOWN
ELEVATOR
WOMEN'S DEPT.
SKIRTS
BLOUSES
DRESSES
BRAS
UNDERWEAR
BELTS
1ST FLOOR
B 1 2 3 4 5
UP
DOWN
ELEVATOR
T-SHIRTS
SHORTS
JEANS
PANTS
HATS
SWEATERS
BASEMENT
B 1 2 3 4 5
UP
DOWN
ELEVATOR
ESCALATOR
CHILDREN'S DEPT.
CHILDREN'S SHOES
GIRL'S DRESSES
TOYS
CHILDREN'S PANTS

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Locate clothing

15.1
(SH – 22)

LEVEL: C, D

GENERAL TECHNIQUE: Repetition and Substitution Drills
Vocabulary Games

Estimated Time

30 minutes

Objective

Students can locate clothing by department.

Materials

Pictures or names of clothing items (these can be cut from magazines)
Department store grid with different departments labelled:

MEN'S DEPT.
WOMEN'S DEPT.
SHOE DEPT.
CHILDREN'S DEPT.

Directions

1. Review names of clothing items.
2. Explain that large department stores in the U.S. are divided into sections.
3. Using drills (see General Techniques), introduce the names of the different departments.
4. Distribute pictures of clothing articles to the students.
5. Call out the name of a clothing item. The student who has that item must place it in the correct department on the large grid.

Variation

Run and touch game (see General Techniques: *vocabulary games)*
Students are divided into two teams. Team A has pictures or names of articles of clothing drawn or written in blue. Team B has the same pictures or names drawn or written in red. When the teacher calls the name of an article of clothing, the student from each team with that article runs to the department store grid and places the clothing item in the correct place. The team with the most items in the correct place at the end of the game wins.

IDEA SUGGESTED BY:

Jesusa Juen and David Perrin

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Select and pay for clothing

15.2
(SH – 5, 7)

LEVEL: A

GENERAL TECHNIQUE: Tic Tac Toe (Literacy Activities)

Estimated Time

20 minutes

Objective

Students can identify sight words for sizes/signs in stores/prices.

Materials

Tic Tac Toe Boards

Directions

1. Explain the rules for *tic tac toe* (see Literacy Activities).
2. Give pairs of students the following Tic Tac Toe board:

SALE	$20	UP
DOWN	M	$35
L	ELEVATOR	S

3. Taking turns, students read a sight word from the board. If they read the word correctly, they can put their marker on that word.
4. The first student to get 3 in a row wins.

Variation

For higher levels, additional sight words, such as names of departments in the store, can be added.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Select and pay for clothing

LEVEL: B, C

GENERAL TECHNIQUE: Communication Games

15.2
(SH – 1, 4)

Estimated Time

1 hour

Objective

Students can buy basic clothing.

Materials

A set of 24 pairs of cards. Each card has a picture of an item of clothing including color and size. In each set one card is marked "Customer" and the other is marked "Salesperson" (See back of page for list of the cards in the set + sample cards)

Directions

See directions for *communication games* (General Techniques).

1. Choose enough pairs of cards so that there is a card for each student. (Make sure everyone has a match.)
2. The class is divided into "Salespeople" and "Customers." Since the language for the Salespeople is more difficult, the more advanced in the class should be assigned these roles. The Salespeople stand behind desks which represent counters in a store.
3. The Customers move around the room from counter to counter asking the appropriate question until Customers and Salespeople match their cards exactly.
4. The following question-answer patterns can be used:

Salesperson: May I help you?
Customer: Yes, please. I want a *shirt.*
(clothing)
Salesperson: What color do you want?
Customer: *Blue,* please.
(color)
Salesperson: What size do you want?
Customer: *Small.*
(size)

5. If at any time in the question-answer sequence, the salesperson does not have what the customer requests, s/he says:

I'm sorry. I don't have *shirts.*
I'm sorry. I don't have *blue.*
I'm sorry. I don't have *small.*

The Customer then moves on to another Salesperson and begins asking the questions again until s/he finds the exact match of her/his card.

Variation

The price can be added as another variable or in place of color or size. The students can then practice the phrases:

I'm sorry. That's too expensive.

or

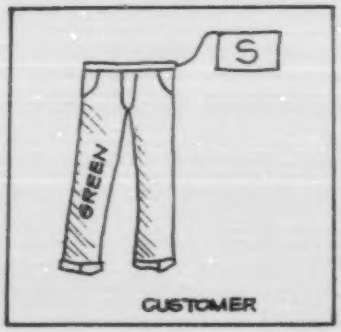
I'm sorry. I want a better one.

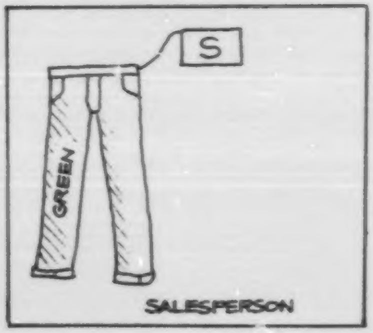
NOTE: The phrase "I want a better one" refers to the quality of the product. The teacher should point out that cheaper items sometimes lack quality and are, therefore, not always the best buy.

CLOTHING PAIR ACTIVITY

PAIRS	CLOTHING	COLOR	SIZE
01	Shirt	Blue	Small
02	"	"	Medium
03	"	"	Large
04	Shirt	Green	Small
05	"	"	Medium
06	"	"	Large
07	Shirt	Red	Small
08	"	"	Medium
09	"	"	Large
10	Shoes	Black	Small
11	"	"	Medium
12	"	"	Large
13	Pants	Blue	Small
14	"	"	Medium
15	"	"	Large
16	Skirt	Red	Small
17	"	"	Medium
18	"	"	Large
19	Pants	Green	Small
20	"	"	Medium
21	"	"	Large
22	Skirt	Black	Small
23	"	"	Medium
24	"	"	Large

SAMPLE CARDS





IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Select and pay for clothing

LEVEL: D

GENERAL TECHNIQUE: Vocabulary Games: Object Guessing Game

15.2
(SH – 1, 4, 6, 16)

Estimated Time	30 minutes
Objective	Students can ask questions about price and quality of clothing.
Materials	Articles of clothing

Directions

1. One student sits in front of the class, facing the class.
2. Hang an article of clothing on the chalkboard behind the student and write a price on the board.
3. Without looking at the article of clothing, the student asks the class questions about it:

   Is it a shirt?
   What color is it?
   What size is it?
   How much does it cost?
   Is it beautiful? etc.

4. When the student finishes asking questions, the class asks, "Do you want to buy it?"
5. The student can respond with "Yes" or "No" and the reason, for example, "It's too big." or "It's the correct size."
6. After the student's response, the article of clothing is revealed to her/him.

NOTE: This activity can be very funny if the teacher selects some unusual pieces of clothing.

IDEA SUGGESTED BY:

Center for Applied Linguistics

Manila, Philippines

COMPETENCY: Locate places to buy clothing

LEVEL: A, B

GENERAL TECHNIQUE: Vocabulary Games: Run and Touch Game

15.3
(SH – 12)

Estimated Time

20 minutes

Objective

Students can read names of stores and store hours.

Materials

Cardboard pictures of stores with names and business hours printed on them (see samples below)

Directions

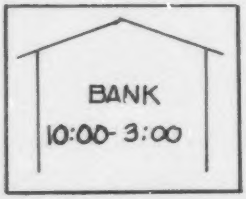
Follow General Techniques for *vocabulary games: run and touch game.*

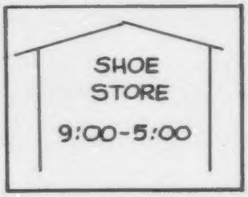
1. Post the pictures below on the chalkboard and have students practice reading the store names and the hours.
2. Divide the students into 2 teams. The teams line up in front of the chalkboard. Call the hours of one of the stores (e.g., 9:00 - 5:00).
3. One student from each team rises to be the first to point to the correct store.
4. After all students have had turns, the teacher asks questions appropriate to the level of the class:

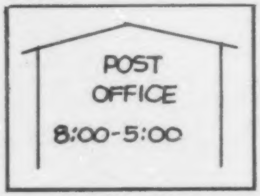
   Which store is open from 9:00 to 5:00?

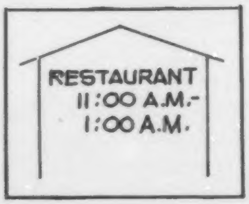
   When is the post office open?

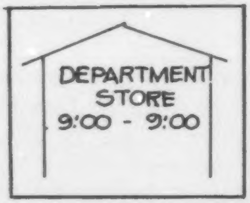
   When does the department store close?
5. Students can practice asking each other about store hours based on the picture cues.

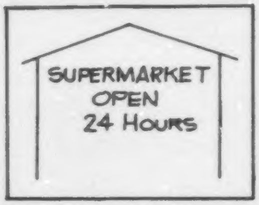

BANK
10:00- 3:00


SHOE
STORE
9:00-5:00


POST
OFFICE
8:00-5:00


RESTAURANT
11:00 A.M.-
1:00 A.M.


DEPARTMENT
STORE
9:00 - 9:00


SUPERMARKET
OPEN
24 Hours

IDEA SUGGESTED BY:

Maria de Castro

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Locate places to buy clothing

LEVEL: B, C

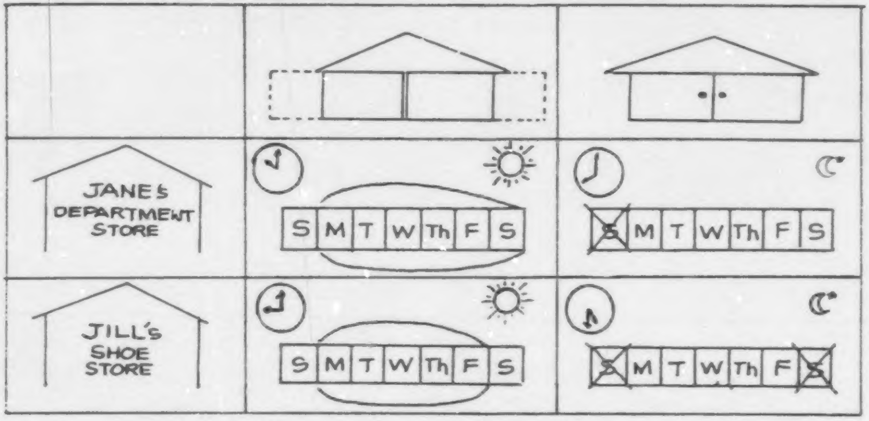
GENERAL TECHNIQUE: Fluency Squares

15.3
(SH – 12)

Estimated Time 30 minutes

Objective Students can ask store hours.

Materials Box grid:



Directions

1. Point to the boxes (see General Techniques: *fluency squares)* and present the following:

   Jane's Department Store is open from 10:00 A.M. to 8:00 P.M. Monday through Saturday. It is closed on Sunday.

   Jill's Shoe Store is open from 9:00 A.M. to 5:30 P.M. Monday through Friday. It is closed on Saturday and Sunday.

2. The students listen to the spiel several times.
3. Ask questions such as the following:

   What time is Jane's Department Store open?
   What time does Jane's Department Store close?
   Is Jane's Department Store open on Saturdays?
   Is Jill's Shoe Store open on Sundays?
   What time does Jill's Shoe Store close on Friday?
   When is Jill's Shoe Store open?
   Which store is open on Saturday?
   Etc.

Variations

- After asking the above questions, teach the following dialogue (see General Techniques: *oral dialogues*):

Customer:	What time is the store open?
Store Personnel:	It's open from *9:00* A.M. to *5:00* P.M. *Monday* through *Friday*.
Customer:	Are you open on weekends?
Store Personnel:	*Yes,* we are open on *Saturday* from *9:00* A.M. to *5:00* P.M., but we are closed on *Sunday*.

- D/E level students can practice the above dialogue (or a variation) over the phone.

IDEA SUGGESTED BY:

ESL Staff
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Locate places to buy clothing

LEVEL: C, D

GENERAL TECHNIQUE: Categories

15.3
(SH – 1, 22)

Estimated Time	30 minutes
Objective	Students can locate places to buy clothing.
Materials	Slips of paper printed with names of clothing items
Directions	1. Prepare slips of paper with the name of one item of clothing on each strip. 2. Write the following words on the board: — first — next — then — after that 3. Each student draws 4 slips of paper from a box. S/he then describes her/his shopping trip. For example, if the student draws "sandals," "dress," "tie," and "necklace," s/he says: I'm going to the *shoe* department to buy *sandals.* Next, I'm going to the *women's* department to buy a *dress.* Then, I'm going to the *men's* department to buy a *tie.* After that, I'm going to the *jewelry* department to buy a *necklace.* Note: If two of the items are in the same department (e.g., dress, blouse), the student should combine these items and say, I'm going to the *women's* department to buy a *dress* and a *blouse.*
Variation	To practice different verb tenses, the teacher can ask the student to describe her/his shopping trip yesterday.

IDEA SUGGESTED BY:

Center for Applied Linguistics

Manila, Philippines

COMPETENCY: Care for clothing

15.5

LEVEL: D, E

GENERAL TECHNIQUE: Matching

Estimated Time

20 minutes

Objective

Students can read and understand labels for care of clothing.

Materials

Care labels taken from clothing or written on 3 x 5 cards (see below)
Pictures representing care instructions (see samples)
Note: Depending on the size of the class, the teacher should make multiple sets of the above cards.

Directions

1. The class is divided into teams of 4-5 students.
2. Each team is given a set of care instruction labels (or cards) and a set of picture directions.
3. The team members work together to match the care labels with the picture directions.
4. The first team to match all correctly wins.

Variation

Play *concentration* (see General Techniques) with the cards.

CARDS FOR CARE LABELS

MACHINE-WASH

DRIP-DRY

WASH BY HAND

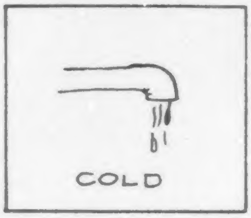
WASH IN COLD WATER

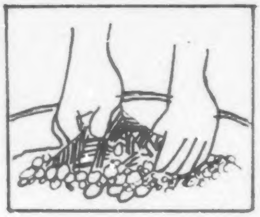
DRY CLEAN ONLY

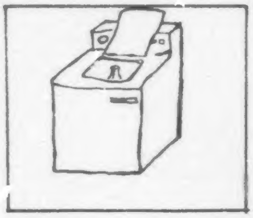
IRON

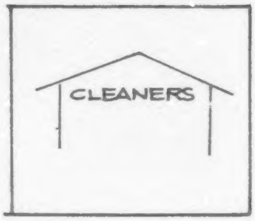
DON'T USE HOT IRON

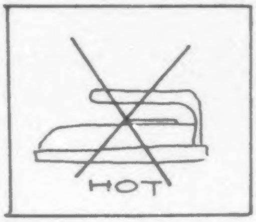
PICTURE CARDS

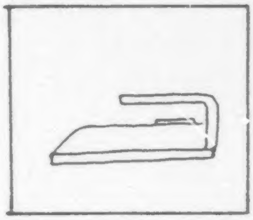


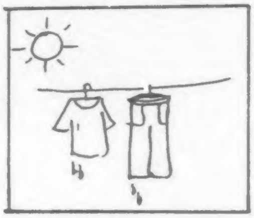












IDEA SUGGESTED BY:

Casiana H. Bernardo

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Care for clothing

LEVEL: D, E

GENERAL TECHNIQUES: Operations

15 5
(SH – 28)

Estimated Time

30 minutes

Objective

Students can use a coin-operated washing machine.

Materials

Real clothes (dark and light) or pictures of dark and light clothes
2 cardboard models of the directions on a washing machine
Sign: Laundromat

Directions

Follow the directions for *operations* (see General Techniques) and present the following sequence:

1. You are going to wash your clothes.
2. Go to the laundromat.
3. Sort your clothes into two piles: dark clothes and light clothes.
4. Put the dark ones in one machine and the light ones in another machine.
5. Set the water temperature.
6. Then put in the soap.
7. Put the coins in the coin slot of each machine.
8. Push in the coin slot. The machine is running.
9. Sit down and wait for the machine to finish.
10. When the machine is finished, take out your clothes.
11. Dry them in the dryer.

Variation

Oral and written dialogues (see General Techniques) can be developed from the above operation.

Employment

COMPETENCY	COMPETENCY NUMBER
Describe work experience	7.1
Describe skills	7.2
Describe educational background	7.3
Recognize common entry-level jobs, e.g., names, duties, and qualifications	9.1
Indicate job preferences	9.2
Locate possible jobs, e.g., approach person at work site, make an appointment, convey a desire to work	13.1
Give relevant information when applying for a job	13.2
Get information about a job	13.3
Follow instructions on the job	18.1
Give explanations for sickness, lateness, absence, mistakes	18.2
Converse with fellow employees, e.g, about family, recreation, weather, traffic, news	18.3

IDEA SUGGESTED BY:

Integrated Program Staff

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Describe work experience

7.1
(EF 1, 9)

LEVEL: A, B

GENERAL TECHNIQUE: Use of Visuals, Rejoinder Drills

Estimated Time

1 hour

Objective

Students can describe their past work experience and length of time employed.

Materials

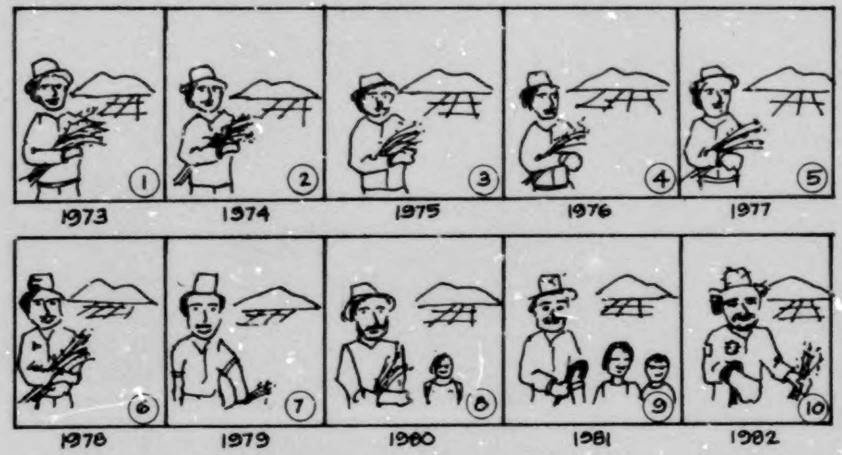
Visuals of students' jobs in their own countries
Farmer series of visuals (see other side)

Directions

1. Put up visuals of common jobs that students may have had in their own countries (or find out before class from a translator what the students' jobs were).
2. Show a map or draw a sketch of the students' countries and introduce the question:

   What was your job in (country)?
3. Pointing to the different pictures, model the response:

   I was a (job title).
4. Ask students to choose visuals representing their jobs in their own countries, and give each student individually the name in English for her/his job.
5. Then ask the students, "What was your job in (country)?" Individual students respond, "I was a (job title)." depending on each student's own situation. (Students should not be required to learn the names of any jobs but their own.)
6. After students have practiced naming their past jobs, put up a picture of a farmer at the left of the board and then nine other pictures of the same man planting rice. The last picture should look older than the first picture. Write a date and a number under each picture.



7. Ask the students to read the year and the number under each picture.

8. Using a rod to represent the farmer (or pointing to the picture) ask, "What was your job in your country?" The rod farmer replies, "I was a farmer."

9. Point to the dates and the numbers and ask, "How long were you a farmer?" The rod farmer replies, "10 years."

10. Begin removing visuals (starting with 1973) and ask the same question, responding with "9 years," "8 years," etc.

11. Have the students respond to the question based on the picture cues and then on their own situations. To cue individual student's job length, exchange the picture of the farmer for a picture of different students' jobs. Each student then responds based on her/his own length of time in a job in the native country.

Variations

- Vary the questions by asking YES/NO questions: "Did you have a job in (country)?"
- Introduce the questions: "Do you have a job now?" and "What's your job?" by introducing new pictures representing current jobs. The pattern, "No, I'm a student." can also be introduced.
- Teach job duties to each student individually by introducing the question and response "What did you do?" "I planted rice." using the farmer picture and then teaching each student individually her/his duties, e.g., "I was a mechanic. I fixed cars." "I was a goldsmith. I made jewelry." Students should be required to learn only their own duties.

IDEA SUGGESTED BY:

Cosmas Sunarto Idya (#I) and
Evelyn Mariman (#II)
The Consortium:
The Experiment in International Living
Save the Children Federation
Galang, Indonesia

COMPETENCY: Describe work experience

LEVEL: A, B

GENERAL TECHNIQUE: Flashcards; Jigsaw (Literacy Games)

7.1
(EF – 1, 2)

Estimated Time

30 minutes

Objective

Students can write own previous and present occupations.

Materials

Pictures of current and past jobs of the students
Flashcards with the names of these jobs
Alphabet cards

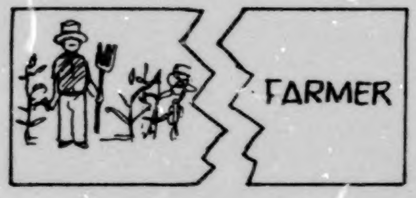
Directions

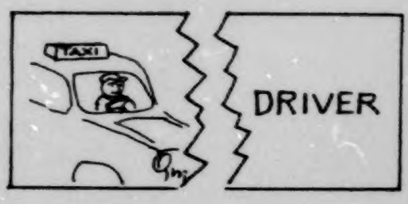
#I.

1. Put up pictures of common jobs held by the students in their own countries and at present, and review the questions, "What was your job in (country)?" and "What is your job now?"
2. Show cards with the names of the different jobs held by the students. Have the students put the names under the appropriate pictures.
3. Distribute alphabet cards to the students. Each student must put the cards together to spell the names of her/his previous and current jobs. Low level students can copy the names from the sight word cards. High level students can try to do this from memory. (Students who do not have jobs can spell "student.")
4. For B-level classes, divide the class into groups and give each group alphabet cards. Put up pictures of jobs and have the students put together the alphabet cards to spell a number of common past and present jobs based on the picture cues. The first team to spell the names of the jobs correctly then writes them on the board under the pictures.

#II.

1. Draw a picture of a common job held by the students on half of a card and write the name of that job on the other half of the card. Then cut the card in half. Each set of cards is cut on a different pattern:





2. The students match the name with the job picture and check the correctness by whether or not the edges on the picture and the name card match.

Note: These activities can also be used to teach Competency 9.1: Recognize names of common entry-level jobs.

IDEA SUGGESTED BY

Soetopo Siswo Setijono

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Describe work experience

LEVEL: B, C

GENERAL TECHNIQUE: Role Play

7.1
(EF – 9)

Estimated Time

30-45 minutes (depending on class size)

Objective

Students can describe past work experiences in a simulated interview.

Materials

None

Directions

Note: This is a review activity after the students have studied the language in 7.1.

1. Write the sight words, NAME, OCCUPATION, DATES, PLACE on the board with sample information:

NAME:	Hien Nguyen
OCCUPATION:	Driver
DATES:	1970-1975
PLACE:	Da Nang, Vietnam

2. Ask each student to copy the sight words on a piece of paper and fill in the information about her/himself.

3. Collect the papers and set up the front of the room to represent an employment office or government agency.

4. While students work on individual written assignments at their desks (e.g., a simple job application), call each student individually to the front of the class for an interview. Ask each student the following questions:

   What is your name?
   What was your occupation?
   When did you work?
   Where did you work?

   Using information that each student wrote on the paper, check if the information given orally is correct. Help students individually with pronunciation difficulties and correct any spelling errors in the written work.

IDEA SUGGESTED BY:

Timothy Maciel

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Describe work experience

LEVEL: C

GENERAL TECHNIQUE: Dictation

7.1
(EF – 9)

Estimated Time

1 hour

Objective

Students can describe own and others' work experiences.

Materials

Job matrix (see completed sample below): copy of blank matrix for each student, completed matrix for teacher

Directions

1. Give each student an empty job matrix.
2. Read sentences — 1-11 from your notebook.
   1. Thuy was an engineer in Vietnam for 6 years.
   2. Hung was a fisherman. He spent 18 months in a refugee camp.
   3. Cuc was a teacher in Saigon.
   4. Dung spent 2 years in a refugee camp in Thailand.
      He was a soldier for 10 years.
   5. Mai was a waitress in Hue.
   6. Thuy spent 3 years in a refugee camp.
   7. Cuc and Mai worked for 8 years in their countries before they left.
   8. Dung worked in Can Tho.
   9. Hung worked in Vung Tau for 12 years.
   10. Cuc spent 15 months in a refugee camp.
   11. Mai lived in a refugee camp for 1 year.

   As the teacher reads the sentences, the students fill in their own matrices. Students can work individually or in pairs. The teacher reads the sentences as many times as the students request.

Completed Matrix

	Thuy	Dung	Hung	Cuc	Mai
JOB	engineer	soldier	fisherman	teacher	waitress
PLACE	Vietnam	Can Tho	Vung Tau	Saigon	Hue
YEARS	6	10	12	8	8
REFUGEE CAMP	3 yrs.	2 yrs.	18 mo.	15 mo.	1 year

3. After the students have completed the matrices, ask questions about the characters. The students answer the questions based on the information they have written down. Example: "What was Thuy's job?" "Who was a fisherman?"
4. The students then describe individual characters from the matrix. Example: Dung was a soldier in Can Tho for 10 years. He spent two years in a refugee camp.
5. Using the same pattern, students describe themselves.

Variation

The matrix can be expanded/changed by adding other pieces of information, e.g., "Present Job," "Educational Background."

IDEA SUGGESTED BY:

Hilbrando M. Villafuerte

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Describe work experience

LEVEL: C, D, E

GENERAL TECHNIQUE: Vocabulary Games: Ball Toss
Dialogues

7.1
(EF – 9)

Estimated Time	1 hour
Objective	Students can describe work experience.
Materials	A ball Teacher-made strips with names, occupations and dates (19 __ to 19 __)

1. Review the names of past and present jobs held by the students by playing *ball toss* (see General Techniques: *vocabulary games).* Student 1 says the names of her/his past and present jobs, "I was a farmer in Vietnam, now I am a cook." Then s/he tosses the ball to another student who gives the same pattern with her/his own information. Then Student 2 tosses the ball to Student 3.
2. Show strips with the following information:
   - Name of person
   - Present occupation
   - Past occupation(s)/length of time

   Sample card:

   Dung
   Janitor now
   Clerk in Vietnam from 1972-1975
   Driver from 1975-1982
3. The students use these cards as cues and present narratives.
   Example: Dung is a janitor now. He was a clerk in Vietnam from 1972-1975. After that he was a driver from 1975-1982.
4. Students make cards for themselves showing name, past jobs and dates.

5. Introduce the following exchange at an interview (See General Techniques: *dialogues*):

Interviewer: What do you do now?
Applicant: I'm a student.
Interviewer: What was your job before?
Applicant: I was a driver.
Interviewer: How long were you a driver?
(When were you a driver?)
Applicant: For 10 years (from 1972-1982).
Interviewer: Before that, what did you do?
Applicant: I was a student.

6. The students divide into pairs and practice the dialogue using their own information.

Variations

- Introduce the questions, "What were/are your duties?" "What do you do?" "What did you do?" This information can be added to the cards and to the role play of the job interview.
- Write the information from the cards in narrative form leaving blanks in the paragraph. Students fill in the blanks.

  Sample:

  Dat is a janitor now. He sweeps the floor in the school. He is from Vietnam. In Vietnam he worked on a farm for two years. Before that, he was a soldier for three years. He issued supplies.

  Students can then write an equivalent narrative about themselves.

IDEA SUGGESTED BY:

Fred Ligon

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Describe skills

LEVEL: A, B

GENERAL TECHNIQUE: Flashcards (Literacy Games)

7.2
(EF – 10)

Estimated Time

30 minutes (depends on level of students)

Objective

Students can fill in information on a simplified application form.

Materials

Sight word cards
1 simplified application form/student (see sample)

Directions

1. Make sight word cards that include

   DATE
   NAME
   ID NUMBER
   DATE OF BIRTH
   ADDRESS
   OCCUPATION
   FROM (MONTH/YEAR) TO (MONTH/YEAR)
   LANGUAGES

   and review or teach the words using various sight word techniques (see Literacy Section).
2. Ask the students questions using the sight word cards as cues, e.g., "What's your ID number?" "What was your job?"
3. After asking oral questions, give the students the simplified application forms (see other side) and help them fill out the information based on own background.

DATE ______________________ 19 __

NAME ____________________________________
LAST FIRST

ID NUMBER ______________________ M __ F __

ADDRESS ____________________________________

____

OCCUPATION ____________________________________

FROM: (MONTH/YEAR)	TO: (MONTH/YEAR)

DATE OF BIRTH ____________________________________

LANGUAGES ____________________________________

Taken from **In Sight** *by Fred Ligon, The Experiment in International Living.*

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Describe skills

7.2
(EF – 14)

LEVEL: C, D

GENERAL
TECHNIQUE: Slot Drills

Estimated Time

30 minutes — 1 hour

Objective

Students can describe own skills.

Materials

Pictures of different jobs

Directions

1. Write the following on the board:

   I was a (job) for (no.) years in (country).
   I have (no.) years of experience as a (job).

2. Model the sentences using a picture of a job. Write dates on the board (e.g., 1970-1979) as cues.
3. Each student then uses the board sentences as a sample and reads the sentences filling in her/his own information.
4. Ask the question, "What skills do you have?" Using pictures of different jobs, answer the question using the skills of the person in one of the pictures.

   Example: (picture of mechanic) — He can fix cars and trucks.

5. Help the students identify their own skills in English. Write the phrase, "I can __________." on the board. The students fill in the blanks orally with their own skills. Students should be encouraged to speak positively of their own skills and not be apprehensive about saying good things about themselves.

Variation

Use a *chain drill* (see General Techniques) to practice "What skills do you have?" and "I can ________." Student 1 asks S2; S2 answers and asks S3; etc.

IDEA SUGGESTED BY:

Mena S. Facunla

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Describe skills

LEVEL: E

GENERAL TECHNIQUE: Narrative

7.2
(EF – 14, 22)

Estimated Time

1 hour

Objective

Students can describe skills.

Materials

Tape-recorded story

Directions

1. Record the following story (if a recorder is not available, the teacher can read the story):

   Paul is working in a jewelry shop. He can make necklaces, rings, earrings, bracelets and anklets. He likes his work as a jeweler.

   Before he became a jeweler, he worked in a department store. He typed and filed letters. He also recorded sales and counted and ordered supplies.

   Paul is an ambitious young man. He wants to acquire more skills so that he can do other things too.

2. Before the students listen to the story, write new or difficult vocabulary words on the board and ask students to try to explain the meanings.
3. Give the students the following written comprehension questions:
   - a) Where is Paul working?
   - b) What can he do?
   - c) Can he type?
   - d) Where else did he work?
   - e) What kind of a man is Paul?
   - f) Why?
4. Play the tape twice for the students (or read the story twice).
5. Students answer the questions (individually or in pairs).
6. Students listen to the tape again and then write individually (or in pairs) what they can remember.
7. Divide the students into small groups. Based on what each student (or pair of students) has remembered from the tape, the group reconstructs the entire story.
8. The students listen to the tape again to check their written versions.

9. Students write the story on the board.
10. Students listen again to check the board version.
11. Help students make any additional corrections.
12. Students think of a friend who has a job. They write a similar description of her/him, describing her/his skills (or they can write about themselves).

IDEA SUGGESTED BY:

Herman Supriady K.

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Describe educational background

LEVEL: B, C

GENERAL TECHNIQUE: Dialogue Grid

7.3
(PI – 15)

Estimated Time

1 hour

Objective

Students can describe their educational backgrounds.

Materials

A large copy of the dialogue grid (see other side) to post in front of the class (or individual copies of the smaller grid for each student)

Directions

1. Use the dialogue grid, "Employment: Educational Background," and follow the general techniques for *dialogue grids* (see General Techniques) to present the following dialogue:

A: Did you go to school? (In Vietnam, Cambodia, Thailand)
B: Yes.

A: How many years?
B: For ____ years.

A: When?
B: From ____ to ______

A: Where?
B: In _______.
(country)

A: What level?
B: _______.
(level)

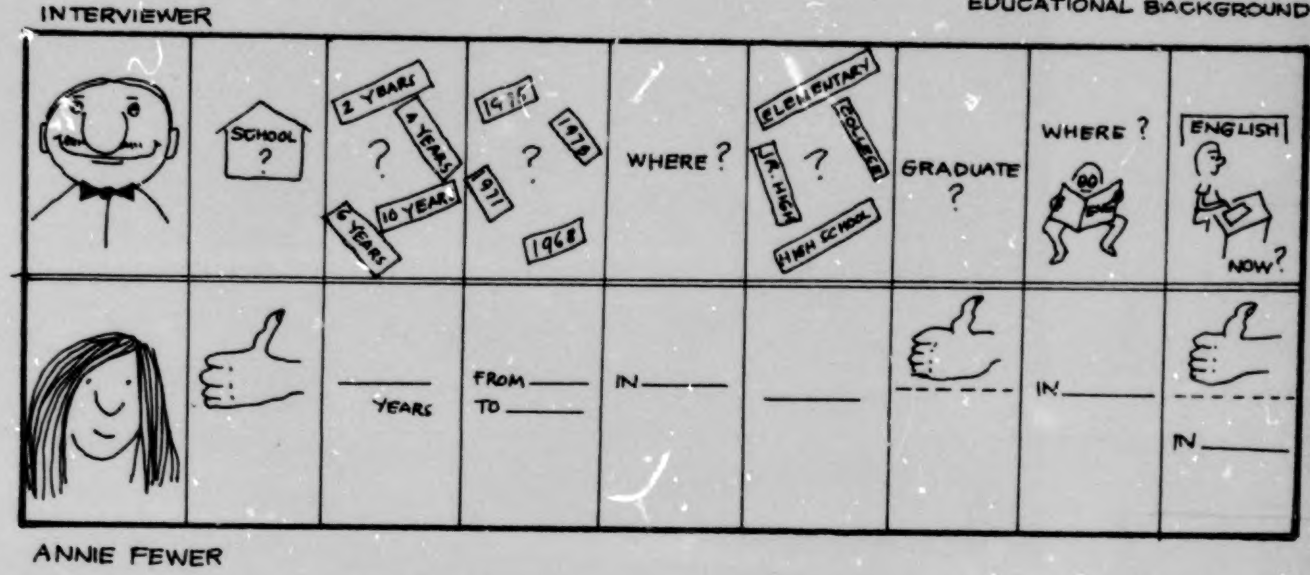
A: Did you graduate?
B: Yes.

A: Where did you study English?
B: In ________.
(country)

A: Are you studying English now?
B: Yes. In _________.
(place)

EMPLOYMENT

EDUCATIONAL BACKGROUND


INTERVIEWER
SCHOOL ?
2 YEARS
4 YEARS
10 YEARS
6 YEARS
?
1975
1978
1971
1968
?
WHERE ?
ELEMENTARY
COLLEGE
JR. HIGH
HIGH SCHOOL
?
GRADUATE ?
WHERE ?
ENGLISH
NOW?
YEARS
FROM
TO
IN
IN
IN
ANNIE FEWER

Taken from America, In Sight by Fred Lison and Hyman S.K.

IDEA SUGGESTED BY: ESL Staff The Consortium: The Experiment in International Living Save the Children Federation World Education Phanat Nikhom, Thailand	**COMPETENCY:** Describe educational background **LEVEL:** E **GENERAL TECHNIQUE:** Values Clarification	7.3 (PI – 21,22)

Estimated Time	1 hour
Objective	Students can discuss their educational backgrounds and education in the U.S.
Materials	None
Directions	1. Lead a discussion on education by asking some or all of the following questions to the class: Did you go to school? How long? What did you study? How many teachers/students were in your school? Was it in a village, town, or city? Did you like school? What subjects did you like? What subjects didn't you like? Why didn't you like them? How do teachers treat students in your country? How should teachers punish bad students? How could schools be improved in your country? Does everyone go to school in your country? Why don't some people go to school? Did you go to high school? vocational school? college? What would you like to study in America? Do you have to pay for school in your country? Do you want your children to go to school in America? Do you think American schools are good or bad? Is this school the same as schools in your country? How is it different? Do you think you're learning anything here? How could we improve this school? Do you feel you have to study too much — or not enough? Can you understand your teacher? Does your teacher talk too much? If you were a teacher, how would you teach this class?
Variation	Students can be divided into small groups and given copies of the above questions to discuss together. After each group has discussed the questions, ask some of the more difficult/interesting questions to the entire class and the groups can compare their opinions.

IDEA SUGGESTED BY:

Arif Sulistiono, Kunkun Sudrajad and Jonter Sagala

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Recognize common entry-level jobs, e.g., names, duties, qualifications

9.1
(EF – 4)

LEVEL: A, B, C

GENERAL TECHNIQUE: Use of Visuals

Estimated Time

30 minutes

Objective

Students can identify common entry-level jobs; students can distinguish between numbers that sound the same.

Materials

Pictures of entry-level jobs (attached)

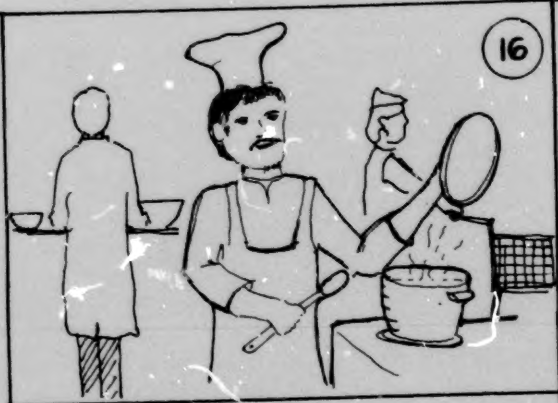
Directions

1. Introduce (or review) the names of common entry-level jobs using the pictures.
2. Give each student the picture sheets showing entry-level jobs (one worksheet can be used for low levels; two for higher levels).
3. Call out a number; the students tell which job corresponds to the number.

   Example: Teacher: 16
   Students: cook
   Teacher: 60
   Students: painter
4. The students stand in a circle with the picture(s).
5. Call one of the numbers. The first student to say the name of the job corresponding to the number sits down.
6. The game continues until all students have sat down.

Variations

- The class is divided into 4 groups. The game is played the same way except that a group gets a point if a member from that group is the first to respond with the name of the correct occupation corresponding to the number called by the teacher.
- *Ball toss game* (see General Techniques: *vocabulary games)* Student 1 calls a number and tosses the ball to another student. The second student says the name of the occupation corresponding to that number. Then s/he tosses the ball to a third student and calls another number. The game continues in this way.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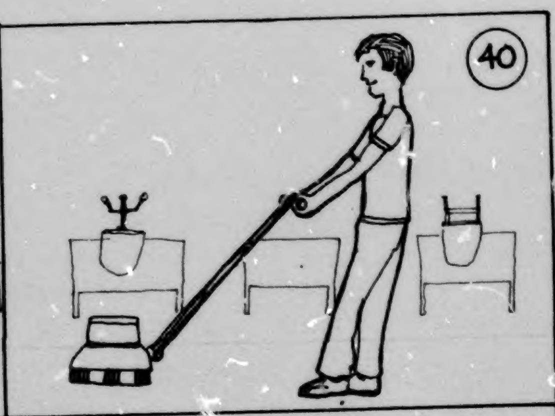
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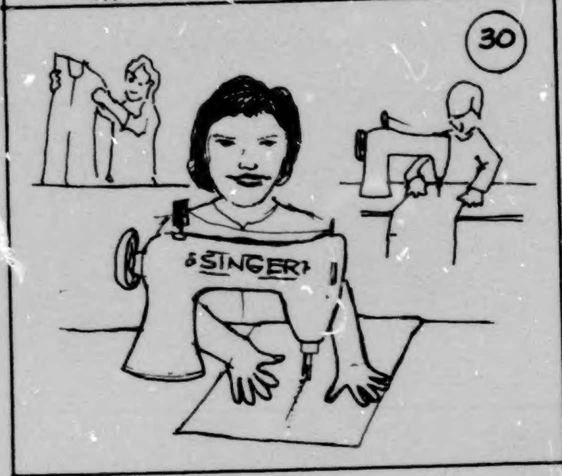
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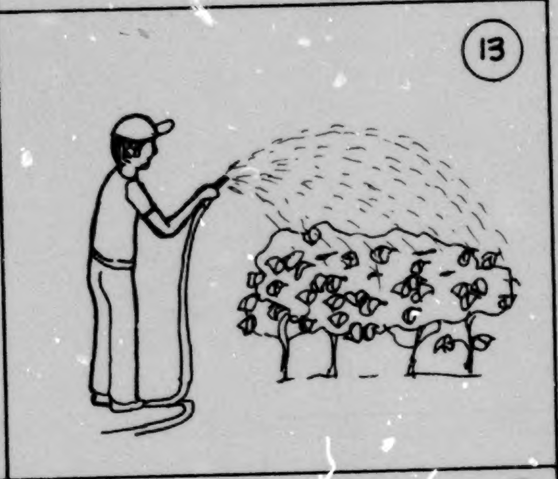
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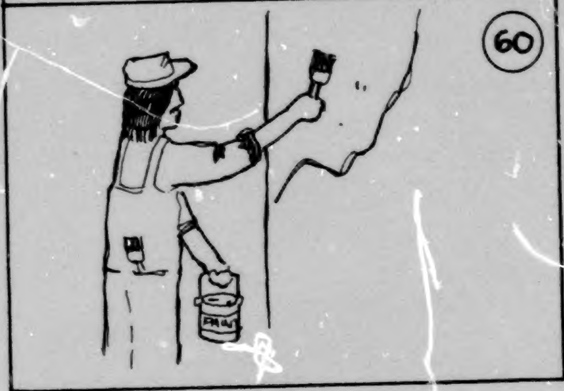
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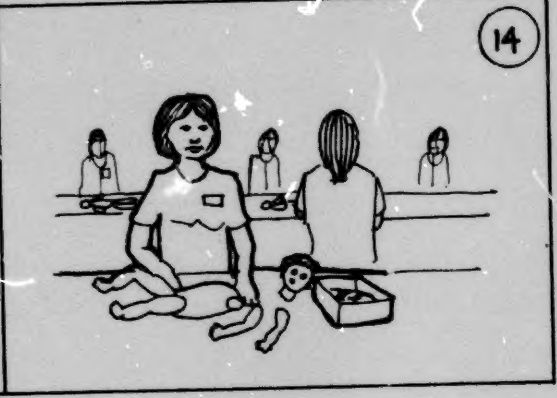
PAINT


14

IDEA SUGGESTED BY:

Maisuri M.S.
The Consortium:
Galang, Indonesia and
ESL Staff – Variation #2
The Consortium:
Phanat Nikhom, Thailand

COMPETENCY: Recognize common entry-level jobs, e.g., names, duties, qualifications

9.1
(EF – 4)

LEVEL: B, C

GENERAL TECHNIQUE: Use of Visuals
Rejoinder Drills

Estimated Time

30 minutes

Objective

Students can name entry-level jobs and their qualifications.

Materials

Skill cards (see samples below)
Occupation name cards (see samples below)

Directions

1. Hold up a skill card and the corresponding occupation name card and introduce the following sequence:

   Example:

cut hair	T:	I cut hair.
barber	S:	You're a barber.

2. Introduce various skills and their occupation names using the pairs of cue cards.
3. Distribute the skill cards to half the class and the cards with names of the occupations to the other half.
4. Student 1 holds up and reads her/his skill card. The student with the matching occupation card holds up her/his card and says the occupation.

   Example:

S1:	(holds up card) I make dresses.	make dresses
S2:	(holds up card) You're a tailor.	TAILOR

5. The activity continues until all cards are matched. The students can then exchange cards and repeat the pattern.

Variations

- The cards can be used to play *concentration* (see Literacy Games).
- For D and E levels, read a job description without using the cards. The students guess the name of the job.

Examples: This person cleans plates, pans and glasses in a restaurant. (dishwasher)

This person takes money in a store. (cashier)

This person sweeps floors, cleans bathrooms, and washes windows. (janitor)

This person makes food in a restaurant. (cook)

This person has a truck or taxi. (driver)

This person makes things on an assembly line (factory worker)

This person makes houses, buildings and roads. (construction worker)

This person helps sick people. (doctor or nurse)

This person fixes cars, trucks and motorcycles. (mechanic)

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Recognize common entry-level jobs, e.g., names, duties, qualifications.

9.1
(EF – 16)

LEVEL: D, E

GENERAL TECHNIQUE: Charades

Estimated Time

30 minutes

Objective

Students can name entry-level jobs and duties using correct grammatica structures.

Materials

3 x 5 cards with sentences (see below)

Directions

1. Write sentences such as the following on individual 3 x 5 cards:

   a. He is a busboy.
   b. My brother is a tailor
   c. My mother is a file clerk.
   d. My sister is a waitress.
   e. I am a janitor.
   etc.

   a. They make dresses.
   b. She washes dishes.
   c. The young man cleans floors.
   d. The two girls cook.
   e. The men repair cars.
   etc.

2. Following the directions for *charades* (see General Techniques), the students work in teams to guess the complete structure.

   NOTE: For D level classes, the class should work with only one structure at a time: subject + verb to be + object *or* subject + action verb + object

   More advanced groups can mix the structures.

Variation

For low level classes: Give a student a picture of an entry-level job. The student pantomimes the job and the other students guess the name.

IDEA SUGGESTED BY:

ESL Staff

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Recognize common entry-level jobs; Indicate job preferences

9.1
9.2
(EF – 4)

LEVEL: B, C

GENERAL TECHNIQUE: Scrambled words

Estimated Time

30 minutes

Objective

Students can identify common entry-level jobs and their duties and indicate their preferences.

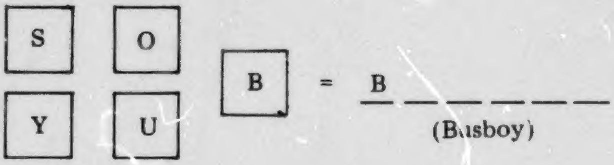
Materials

Slips of paper with initial letter of occupation and spaces for the remaining letters
Alphabet letters on 3 x 5 cards

Directions

1. Divide the students into pairs.
2. Give each pair of students an envelope with alphabet letters and a slip of paper with the initial letter of a word and blanks for the other letters.
3. The students work in pairs to put together the letters to spell names of common entry-level jobs.

Example:



(Busboy)

4. After the students spell the word, they decide together what the duties of that job are.
5. Move around the room, asking each pair, "What job do you want?" ("What do you want to do in America?") The students respond with the name of the job they have spelled.
6. Then ask each pair about the job duties using the following pattern: "Can you (duties)?" If the job the students have spelled has these duties, the students respond, "Yes, I can." If the job has different duties, the students respond, "No, I can't." If the answer is "no" ask, "What are your duties?" and the students respond.

Variations

- For more advanced classes, the medial or final letter of the word can be given on the slip of paper instead of the initial letter.
- The pairs can discuss additional questions, e.g., "Where do you want to work?" "When do you want to work?" and the teacher can ask these questions in addition to the ones above.
- The class can play *hangman* (see Literacy Games) to spell the names of the jobs.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Recognize common entry-level jobs, e.g., duties, qualifications;
Indicate job preferences.

9.1
9.2
(EF – 16)

LEVEL: C, D

GENERAL TECHNIQUE: Narrative

Estimated Time

1 hour

Objective

Students can name common entry-level jobs, duties, qualifications, locations and hours.

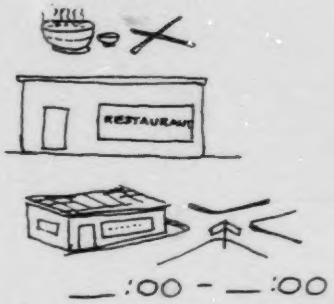
Materials

Board grid (see below)
Pictures of common entry-level jobs

Directions

1. Post the following grid in front of the class.

NAME : ____________________
AGE : ____________________
OCCUPATION: ________________

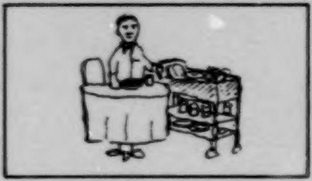


2. Holding up one of the occupation pictures, present the following narrative.

My name is Liz Smith.
I am 25 years old.
I am a cook.
I cook Chinese food.
I work in a restaurant.
The restaurant is on 1st Street.
I work from 5:30 P.M. to 11:30 P.M.

3. Distribute pictures of common jobs to each student. On the back of each picture is information about duties, location, address, hours:

Sample: FRONT BACK



clean tables
restaurant
Main St.
7:00 A.M. – 3:00 P.M.

4. The students describe themselves using the picture and the information on the back and using the same format as the picture grid in steps 1 and 2.

Example: My name is Samsock Chittavong.
I am 18 years old.
I am a busboy.
I clean tables.
I work in a restaurant.
The restaurant is on Main St.
I work from 7:00 A.M. – 3:00 P.M.

Variations

- For lower levels, this exercise can be presented gradually while the students are studying Topic 9. Only part of the grid will be presented each class period. The first four items can be presented in 9.1 and the last three in 9.2.
- Tape record the students' narratives. The class can then listen and make corrections on pronunciation and grammar.

IDEA SUGGESTED BY:
Abdul Gani
The Consortium
Galang, Indonesia and

ESL Staff
International Catholic Migration
Commission (ICMC)
Bataan, Philippines

COMPETENCY: Indicate job preferences

LEVEL: B, C

GENERAL TECHNIQUE: Charades

9.2
(EF – 4, 11)

Estimated Time	30 minutes
Objective	Students can indicate job preferences.
Materials	None
Directions	1. Ask one student to come to the front of the class and think of the job s/he wants in the U.S. 2. The class asks the student: "What do you want to do in America?" 3. The student acts out the job and the class guesses the student's preference. 4. When the job has been guessed, the class asks the student: "Where do you want to work?" and "When do you want to work?"

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Indicate job preferences

9.2
(EF - 16, 18)

LEVEL: D, E

GENERAL TECHNIQUE: Use of Visuals: Eliciting

Estimated Time	45 minutes — 1 hour
Objective	Students can distinguish between skilled/unskilled jobs and the different requirements for different types of jobs.
Materials	Large want ads (see samples below)
Directions	1. Write sample job want ads on large pieces of cardboard:

SAMPLE WANT-ADS

SKILLED compare with UNSKILLED

Restaurant manager $900/mo. 6AM-2PM Must speak Japanese.	Busboy needed. 20 hrs/wk $3.50 + tips Wed. — Sat.
Secretary needed. Must type 60 words/minute $5.50/hr. 9AM-5PM.	Hotel maids/janitors needed. morning 5AM-11AM; night 11PM-5AM $3.75 /hr.
Cashier. Need fast worker for all-night grocery. $5.50/hr.	Stockboy. $3.00/hr. Full-time days.
Carpenters — Electricians House construction $8-$10/hr. depending on experience. Overtime.	Construction labor needed. Road workers. Apply in person full-time + overtime. $5.80/hr.
Truck driver — Delivery-person needed. Must know city. Split shift 6AM-10AM; 2PM-6PM. $5/hr.	Factory labor — unskilled $4.25/hr. all shifts available. Part-time and full-time.

2. Post two of the ads (1 skilled and 1 unskilled) in front of the class and ask the following questions:

   Which job takes more experience?
   (Which job requires more experience?)
   Which job takes more skills?
   (Which job requires more skills?)
   Which job has better pay?
   Which job has better hours?
   Which job is harder? (easier, more difficult)
   Which job is more interesting?
   Which job is more enjoyable?

   Cue the questions by writing key adjectives on the board if necessary.

3. After the students have answered questions about the pairs of ads, ask each student, "Which job is best for you?" "Why?"

Variations

The students can write their own want ads based on jobs they want in America. When they have finished, they can work in pairs or small groups and ask each other the following questions:

- What job do you want?
- What experience do you have?
- What are the hours?
- How much is the pay?

NOTE: The teacher should help the students be realistic about the types of jobs they can expect initially in the U.S.

IDEA SUGGESTED BY:

U. Nilawati Hadi Santosa

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Indicate job preferences

LEVEL: E

GENERAL TECHNIQUE: Values Clarification

9.2
(EF – 14)

Estimated Time

1 hour

Objective

Students can relate their past work experiences with their future goals in America.

Materials

None

Directions

1. Write the following questions on the board:
    a. What was your occupation in *(country)*?
    b. What kind of job do you expect to get in the U.S.?
    c. Why do you think your education and job experience in *(country)* will help you get the kind of job you want in the U.S.?
    d. If you are offered a different kind of job, e.g., manual labor, will you accept it? Why/Why not?
2. Divide the students into pairs. The pairs take turns interviewing each other, asking the above questions.
3. Each student gives a short report to the class on her/his partner's responses to the questions.
4. After each student reports, ask for comments from the class. Then make additional comments, stressing the concept of upward mobility and the need for students to be willing to take entry-level jobs even if they were professionals in their own countries.

IDEA SUGGESTED BY:

ESL Staff,

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Locate possible jobs

13.1
(EF – 5)

LEVEL: All

GENERAL TECHNIQUE: Dictation

Estimated Time

15 - 30 minutes

Objective

Students can understand day, date, time for a job interview.

Materials

None

Directions

1. Dictate days, dates, times for a job appointment.

   Examples: Monday, September 17th, 9 A.M.
   Friday, January 3rd, 3 P.M.
   Tuesday, June 16th, 10 A.M.
   Thursday, October 5th, 2 P.M.
   etc.

2. The students write down the information given.
3. Ask the students the following questions after each day, date, and time has been dictated:

   What day is your appointment?
   What date is your appointment?
   What time is your appointment?

4. Advanced classes can ask each other the questions in step 3.

Variations

- Low level classes can be given multiple choice sheets with three dates for each dictation item. They check the one the teacher says.
- For upper level classes, read the dates as quickly as a native speaker would and only once unless the students ask for clarification.
- To simulate a phone situation, face away from the students so they cannot see your lips.

IDEA SUGGESTED BY:

Josefa B. Gatdula

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Locate possible job, e.g., approach person at worksite, convey desire to work.

LEVEL: B, C

GENERAL TECHNIQUE: Dialogues

13.1

(EF – 5)

Estimated Time

30 minutes

Objective

Students can approach people to ask about possible jobs.

Materials

None

Directions

1. Present the following dialogue (See General Techniques: *dialogues*):

   A: Hi, Hoa.
   B: Hello Loc.
   A: I'm looking for a job. Where do you work?
   B: At *Clark College.*
   A: What do you do?
   B: I *clean the floors, windows and tables in the classrooms.*
   A: Do they have any openings?
   B: *I'm not sure.*
   A: What should I do?
   B: Talk to my *supervisor.*

2. After students have practiced the above dialogue, make substitutions for the underlined portions such as:

   – Pacific Lumber; cut the grass; Yes; boss.
   – Joe's Restaurant; clear tables; Maybe; manager.
   – May's Motel; clean rooms; I think so; boss.

IDEA SUGGESTED BY:
Moira Lucey
American Council for Nationalities Services/Lutheran Immigration & Refugee Services (ACNS/LIRS)
Hong Kong

COMPETENCY: Locate possible jobs

LEVEL: B, C

GENERAL TECHNIQUE: Chart Pattern Practice

13.1
(EF – 12)

Estimated Time

1 hour

Objective

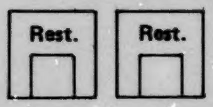
Students can locate possible jobs.

Materials

Box grid

Directions

1. Draw the following grid on the board:

Job Mr. Tran	9:00 – 1:00 Cook		Application Name: ________ ID: ________

2. Present the information orally by making a sentence for each box. The students repeat the sentences.

   "Mr. Tran is looking for a job. He is looking for a part-time job as a cook. He is going to restaurants. He is filling out applications."

3. Write the sentences on the board as a modified *cloze exercise,* omitting key words:

   A. Mr. Tran is looking for a job.
   B. He is looking for a job as a ____________.
   C. He is going to ______________.
   D. He is filling out ________________.

4. Erase key words and numbers on the grid on the board and substitute names, hours, jobs, work places from the following stories:

   A. Mr. Thieu is looking for a job. He is looking for a full-time job as a filing clerk. He is going to offices.

   B. Mr. Ngo is looking for a job. He is looking for a part-time job as a welder. He is going to factories.

   C. Ms. Nguyen is looking for a job. She is looking for a full-time job as a housekeeper. She is going to hotels.

5. Elicit sentences from the students as each grid is filled in. Once the grid is complete, the class or individual students can retell the story.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Locate possible jobs, e.g., approach person at worksite, convey desire to work

13.1
(EF – 14, 18)

LEVEL: C, D, E

GENERAL TECHNIQUE: Role Play

Estimated Time	30 minutes
Objective	Students can read classified ads and match their own qualifications with those of available jobs.
Materials	Help Wanted ads from a newspaper
Directions	1. Ask each student to write down her/his own skills that might lead to a job in the U.S. (This is a review of Competency 7.2.) 2. Post a number of classified ads (mainly for entry-level jobs) on the class bulletin board. 3. The students go to the bulletin board, look at the job ads and see if they qualify for any jobs that are posted. 4. Students with the necessary qualifications write down the name of the job and the qualifications. They tell the class which job they are qualified for and why. 5. Students without qualifications choose a job they would like, write down the qualifications and tell the class what qualifications they would need based on the information in the ad.
Variation	After students have chosen a job, they can be interviewed by the class and asked questions such as, "Did you work as a (job) in your country?" "How long?" "What were your duties?" or "How can you get the necessary qualifications for the job advertised?"

IDEA SUGGESTED BY:
Iluminada S. Imbang
International Catholic Migration Commission (ICMC)
Bataan, Philippines

COMPETENCY: Locate possible jobs, e.g., approach person at worksite, convey desire to work

LEVEL: D, E

GENERAL TECHNIQUE: Role Play

13.1
(EF – 15, 18)

Estimated Time

1 hour

Objective

Students can locate possible jobs by asking friends for information about their jobs.

Materials

Job information cards (see samples below)

Directions

1. Explain that one way to find a job is to ask friends where they work, what they do and if their companies have any openings.
2. The students work together to make a list of questions they can ask their friends.

   Examples: Where do you work?
   What are your duties?
   What is your job?
   What are the hours?
   What is the salary?
   Do you like working there?
   Are there any openings?

3. Write the questions on the board; students practice asking them to the teacher who takes the role of the friend with a job.
4. Divide the class into 3 to 4 groups. Each group has a leader, a better student who takes the role of the friend who will give job information to the job seekers (the other students).
5. Each leader gets one of the following cards:

Bell's Bakery
Baker
$5.00/hr.
Bake bread, cakes
7:00 A.M. – 3:00 P.M.
Previous experience as baker required

Bill's Restaurant
Busboy
$3.75/hr. (Some tips)
Clean tables, carry food
3:00 P.M. – 11:00 P.M.
No experience required

Mel's Gas Station
Mechanic
$10.50/hr.
Repair cars
Experience as mechanic required

City High School
Janitor
$4.00/hr.
Clean classrooms
No experience needed

6. The other students in each group ask the leader questions such as those they listed in step 2 and make notes on the jobs. They should ask questions to clarify any information they do not understand.
7. The leaders then move to the second and third groups (and fourth group). The students in each group ask questions to each of the leaders.
8. After all groups have asked each leader the questions, the students discuss which jobs they prefer or are qualified for.

Variation

Additional or different job cards can be given the students based on the backgrounds or qualifications of the students in the class.

IDEA SUGGESTED BY:

Lois Purdham

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Give relevant information when applying for a job

LEVEL: A, B

GENERAL TECHNIQUE: Role Play

13.2
(EF – 7, 10;
LIT – 5)

Estimated Time

1 hour

Objective

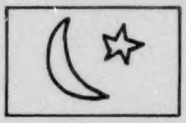
Students can give relevant information when applying for a job.

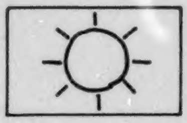
Materials

Simplified job application (attached)
Pictures of entry-level jobs
Social Security numbers for each student
Cue cards for shifts, days, dates

Directions

1. Review with the students basic personal information questions and job preference questions from Competencies 1, 7 and 9.
2. Introduce new questions using cue cards:
   - A. What is your Social Security number? (Each student is given a card with a Social Security number.)
   - B. Can you work nights/days from 8:00 — 4:00? etc.
     Cue cards can include the following:





8:00 - 4:00

   - C. When can you begin?
     Cue cards can include the following:

TUESDAY | FRIDAY | JANUARY etc.

3. Give each student a simplified job application to fill out at her/his desk.
4. While the students fill out the form the teacher calls each student individually to come to a job interview. The following kinds of questions can be asked:

   — What is your name?
   — How do you spell your name?
   -- Where are you from?

- What did you do in your country?
- How long did you work?
- Did you go to school in your country?
- How long?
- What kind of job do you want? (Entry-level job pictures can be used to help students.)
- Do you have a Social Security card?
- What is your Social Security number? (Each student has a card with a number.)
- Can you work nights/days from 8:00 - 4:00, etc.? (The cue cards can be used to help students.)
- When can you begin? (Cue cards can be used.)

5. After all students have been interviewed, review with the class any questions that a number of students had difficulty with.

Variation

After all students have had oral interviews, ask one or two of the better students to perform the interview in front of the class. Then ask questions about that student, e.g., "Can s/he work nights?" "What was her/his job in her/his country?" "When can s/he begin work?" "What kind of job does s/he want?"

JOB APPLICATION:
(Sample — can be made easier or more difficult depending on level)

NAME ____
LAST FIRST MIDDLE
ADDRESS ____
ID ________________________________
COUNTRY ________________________________
LANGUAGE ________________________________
NATIONALITY ________________________________
AGE ________________________________
DATE OF BIRTH ________________________________
PLACE OF BIRTH ________________________________
SEX: M F
MARITAL STATUS: SINGLE MARRIED
OCCUPATION ________________ DUTIES ____________
FROM ____________ TO ________________
EDUCATION: ____________ YEARS ____________
FROM ____________ TO ________________
NUMBER OF FAMILY MEMBERS ________________
JOB WANTED ________________________________
SIGNATURE ________________ DATE ____________

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save The Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Give relevant information when applying for a job

LEVEL: A, B

GENERAL TECHNIQUE: Dictation

13.2
(LIT – 1)

Estimated Time	30 minutes
Objective	Students can read Social Security numbers.
Materials	A card for each student with a Social Security number on it.

Directions

1. Explain that everyone needs a Social Security number in order to work in the U.S. (This can be done through a translator.)
2. Give each student a card with a Social Security number. The students can keep these cards to use in future job interview role plays.
3. Ask each student: "What is your Social Security number?" The students respond with the numbers on their cards.
4. As each student reads her/his Social Security number, the teacher or another student can write it on the board as s/he hears it. The student then sees if what the teacher or student has written is the same as what s/he has on the card.

Variations

- As each student reads her/his Social Security number, the other students write that number. Students compare their work in small groups.
- Using number cards, students work in small groups to put together the Social Security number called by the teacher.

IDEA SUGGESTED BY:

Elizabeth Tannenbaum

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Give relevant information when applying for a job

13.2
(EF – 1, 9, 10)

LEVEL: A, B, C

GENERAL TECHNIQUE: Flashcards (Literacy Games)

Estimated Time

60-90 minutes

Objectives

Students can recognize sight words for filling out a job application and give relevant information when applying for a job.

Materials

An enlarged simplified application form (see below)
Sight word cards (for job applications)
Tape

Directions

This is a review activity for previously learned sight words and personal information questions that are relevant to a job interview.

1. Post a large form including sight words found on common job application forms:

NAME ______________________________
FIRST MIDDLE LAST
ADDRESS ______________________________
STREET CITY STATE
COUNTRY ______________________________
NATIONALITY ______________________________
ID NUMBER ______________________________
LANGUAGE ______________________________
DATE OF BIRTH ______________________________
PLACE OF BIRTH ______________________________
AGE ____________ SEX ______________
PREVIOUS OCCUPATION ______________________
DATES: from ______ to ______
EDUCATION: NUMBER OF YEARS ____________

2. Use word cue cards:

   Samples:

   MINH | NGUYEN | VAN | ZONE A, BARRACK 55

   GALANG | INDONESIA | VIETNAM | VIETNAMESE

   35 YEARS OLD | 921-54-9976

   9-18-50 | M

3. Show the cards in random order. Students call out the sight word that corresponds to the cue card: e.g.,

T shows cards:		
VAN	Students say:	Middle Name
COOK	Students say:	Occupation

4. Distribute the word cue cards to individual students. They come to the large form and attach the cards in the correct place. (With two sets of cards and two forms, this can be played as a competition between two teams.)

5. For B/C levels, give a ? card to Student 1 and one of the cue cards to Student 2 (or point to a sight word on the form). Student 1 asks the question to Student 2 and Student 2 answers according to her/his own information: e.g.,

   VIETNAM — S1: Where are you from?

   or

   COUNTRY — S2: Vietnam

   In areas where students need practice, conduct a *chain drill* with the cards cueing the questions so that all students can practice asking and answering the questions.

6. The activity ends with each student getting a copy of the form to fill out individually.

Variations

- Make 3 x 5 cards with the form sight words and the cue words. Students can work in teams to match the cards.
- The students can play *concentration* (see Literacy Games) with the cue cards and sight word cards.
- As students fill out the application forms at their desks (step 6), call individual students to come to an "interview." Ask the questions to students individually; they respond according to their own information.

IDEA SUGGESTED BY:

Nana Subarna, Benny Dablas,
Peter Pooroe, Sorta Nainggolan

The Consortium:
The Experiment in International Living
Save The Children Federation

Galang, Indonesia

COMPETENCY: Give relevant information when applying for a job

LEVEL: D

GENERAL TECHNIQUE: Dyad Game

13.2
(EF –
13, 14, 23)

Estimated Time

30 minutes

Objective

Students can give relevant information when applying for jobs.

Materials

Decks of 24 cards (one deck for each 4-5 students) with common questions asked in a job interview on half of the cards and possible answers on the other half (samples on other side)

Directions

1. Prepare decks of cards with questions and answers common in job interviews. Divide the class into groups of 4-5 students. Give each group a deck of the cards.
2. One student in each group is designated the dealer. S/he shuffles the cards and deals them to each student in the group.
3. Student 1 puts down one question card from her/his hand and reads the question aloud. The student in the group with the answer to that question gives the answer and puts the answer card next to the question card.
4. Student 2 puts down a question card and the game continues until all cards are matched. If a student has both the question and the answer card, s/he puts down both cards and asks and answers the question.

Variations

- After the cards are matched, they can be arranged in an appropriate order for a job interview.
- The questions can be written on the board, the answers on cards. The students in small groups look through the answers and match them to the questions on the board.

QUESTIONS:	ANSWERS:
WHAT IS YOUR NAME?	NAM SOKHOM
WHERE ARE YOU FROM?	CAMBODIA
WHAT WAS YOUR JOB IN YOUR COUNTRY?	I WAS A DRIVER.
HOW LONG DID YOU GO TO SCHOOL?	I STUDIED 5 YEARS IN CAMBODIA. I LEARNED ENGLISH IN THE REFUGEE CAMP IN INDONESIA.
ARE YOU LOOKING FOR A FULL-TIME OR A PART-TIME JOB?	I'M LOOKING FOR A FULL-TIME JOB.
DO YOU HAVE EXPERIENCE IN THIS KIND OF WORK?	I DON'T HAVE EXPERIENCE, BUT I CAN LEARN QUICKLY.
WHY DO YOU THINK YOU CAN DO THIS JOB?	I'M A HARD WORKER AND I LIKE TO WORK WITH MY HANDS.
DO YOU PREFER WORKING WITH OTHERS OR BY YOURSELF?	I PREFER TO WORK WITH OTHERS.
ARE YOU WILLING TO WORK OVERTIME?	YES, I CAN WORK OVERTIME.
CAN YOU WORK NIGHTS?	I'M SORRY. I CAN'T WORK NIGHTS.
HAVE YOU SENT AN APPLICATION?	YES, I SENT AN APPLICATION LAST WEEK.
TELL ME ABOUT YOURSELF.	I HAVE BEEN IN THE U.S. FOR 2 MONTHS. I AM MARRIED AND HAVE 3 CHILDREN. I'M STUDYING ENGLISH AT NIGHT.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Get information about a job

LEVEL: B, C, D, E,

GENERAL TECHNIQUE: Dialogue

13.3
(EF – 11, 21)

Estimated Time

1 hour

Objective

Students can get information about a job during a job interview.

Materials

None

Directions

1. Explain to the students that *after* a successful job interview, the applicant can ask the prospective employer questions about salary, hours, and benefits if this information has not been given in the interview.
2. Present the following questions in the form of a dialogue (see General Techniques: *dialogues):*

B

A: (interviewer): I'd like to offer you a job as a janitor.
B: (applicant): Thank you. Can I ask you a few questions?
A: Of course.
B: What are my hours?
A: From 4 P.M. to midnight.
B: What is the salary?
A: $3.75 an hour.

C, D, E

B: How much vacation is there?
A: 10 days a year.
B: How many sick days are there?
A: 1 sick day for every month you work.
B: When can I start?
A: On Monday.

3. The students practice asking you the questions. As you answer the questions, the students take notes on the answers. Then check comprehension by asking the questions in random order to the students.
4. Repeat the dialogue several times with various responses.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save The Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Get information about a job

13.3
(EF – 11, 21)

LEVEL: C, D

GENERAL TECHNIQUE: Role Play
Pass and Switch

Estimated Time

30 minutes

Objective

Students can get information about job benefits during a job interview.

Materials

Job cards (see samples below)

Directions

1. Prepare a job card for each pair of students giving information about the type of job, salary, hours, and benefits. These can be taken from classified ads in a newspaper and should reflect the types of jobs the students can expect to find.
2. Write the following questions on the board:
   - — What is the job?
   - — What is the salary?
   - — What are the hours?
   - — What are the benefits?
3. Students are divided into pairs. One student in each pair is given a card with the name of the job, salary, hours, and benefits. This student is the employer. The other student asks the questions that the teacher has written on the board. This student is the prospective employee.
4. Each pair of students exchanges cards with another pair. Students within each pair exchange roles.

SAMPLE CARDS:

BUSBOY
$3.80/hour
5 P.M. – 11 P.M.
No benefits

JANITOR
$4.00/hr.
3 P.M. – 11 P.M.
7 days vacation/yr.
1 sick day/mo.

FILE CLERK
$675./mo.
8:30 – 4:30
12 days vacation/yr.
12 sick days/year

IDEA SUGGESTED BY:

Sorta Nainggolan, Nana Subarna,
Benny Dablas, Peter Pooroe

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Get information about a job

13.3
(EF – 16)

LEVEL: D, E

GENERAL TECHNIQUE: Narrative

Estimated Time	30 minutes — 1 hour
Objective	Students can understand a reading passage about job benefits and can ask and answer questions about these passages.
Materials	Reading passages (see other side)
Directions	1. Prepare several reading comprehension passages about jobs giving information on salary, hours, and benefits. 2. Give each student a copy of the passage. 3. Read the passage aloud as the students follow or the students can read the passage aloud themselves. Explain new or difficult vocabulary or ask students to explain the words to each other. 4. After the students understand the passage, ask each student to write two questions based on the passage. As the students are writing, walk around the room, helping as needed. 5. Students are divided into two groups (Groups A and B). One student from Group A asks a question to one student in Group B. If the student in Group B answers correctly, Group B gets a point. If the answer is incorrect, the other students in Group A can try to answer the question. 6. A student in Group B then asks a question to a student in Group A. The questioning continues, alternating between Group A and Group B until all students have had a chance to ask a question or until the questions begin to be repetitive. Stop the questioning at any time to help students correct pronunciation or grammatical mistakes. Peer correction should be used as much as possible. 7. Repeat the above steps with a second (and third) passage.
Variations	• Read the passage, and students can listen without the text. • Give the passages as *dictations* or as *cloze exercises* (See General Techniques: *disappearing dialogues*).

SAMPLE READING PASSAGES

PASSAGE I:

Minh Nguyen worked as a mechanic for 5 years in Vietnam. He applied yesterday for a job as a mechanic at Joe's Gas Station. The job pays $10.50 per hour. He will work from 9-5 Monday to Friday. He gets overtime pay if he works on the weekends. He gets 3 weeks vacation a year and he also gets health insurance.

PASSAGE II:

Lee Pao has a part-time job in a restaurant. He works from 4 P.M. to 10 P.M. as a dishwasher. He gets $3.80 per hour. He doesn't get any benefits. When Lee is not working, he studies in the 12th grade at Bayview High School. He wants to go to college next year.

PASSAGE III:

Mam Moua applied for a job at an electronics factory. She will work on the assembly line. The job is on the night shift, from 10 P.M. to 6 A.M. The salary is $3.75 an hour. Benefits include health insurance, 12 days vacation per year and one sick day per month. Her husband works during the day as a busboy at a restaurant. They will share child care duties for their three small children.

IDEA SUGGESTED BY:

Yuwantana

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Employment

LEVEL: C, D, E

GENERAL TECHNIQUE: Song

13
(EF – 16)

Estimated Time

20 minutes

Objective

Students relax by singing a job-related song.

Materials

Copies of song "Van Minh Gets A Job"

Directions

1. Give each student a copy of the song and introduce it by singing it to the students or by playing it on a tape recorder if available.
2. Model each line of the song. Have students repeat.
3. Explain any new vocabulary or structural points or have students explain these to each other.
4. Sing the song again line by line and have the students do the same.
5. The students and teacher sing the entire song together.
6. Substitute other jobs or duties for those in the song.

Song: "VAN MINH GETS A JOB"
(Tune: "WHEN JOHNNY COMES MARCHING HOME")

When Van Minh is in the U.S.A. he will find a job.
He will look for a job as a cook because he can cook, he can cook.
He will work from morning until night
Before he gets his salary,
And he will be happy
When he has got his pay.

IDEA SUGGESTED BY:

Marjorie Sutton

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Follow instructions on the job

18.1
(EO – 7)

LEVEL: All

GENERAL TECHNIQUE: Total Physical Response

Estimated Time

45 minutes

Objective

Students can follow common safety warnings and instructions.

Materials

A pole or board 3-4 feet long
A blindfold
2 - 3 large boxes
Signs: DANGER, NO ADMITTANCE, DO NOT ENTER,
LOW OVERHEAD, WATCH YOUR STEP
A visual of a building on fire

Directions

1. Introduce/demonstrate the following safety warnings:
   a) "Look out!" "Hey!" "Stop!" "Watch out!" by having the students carry stacked boxes toward a table or other obstruction or by having them wear blindfolds and walk toward the wall. Shout the warning when they are about to hit the table, obstructions or wall.

   b) "Head up!" by having the students look down; then shout the warning while simultaneously throwing a paper ball into the air over the students' heads.

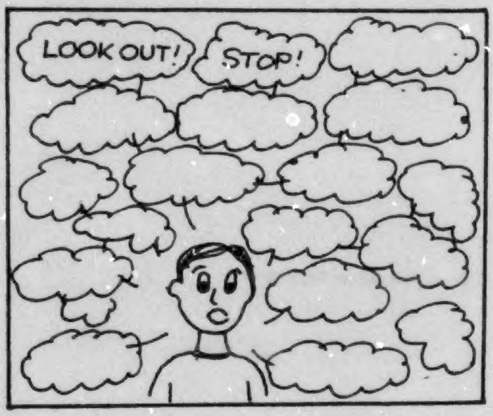
   c) "Duck!" by taping the sight word "LOW OVERHEAD" on a 3-foot pole or board and having 2 students hold it at shoulder height. Shout the warning as a blindfolded student walks toward the pole.

   d) "Watch your step!" by taping sight word, "WATCH YOUR STEP" to a 3-foot board and putting it on the floor. Shout the warning as a blindfolded student walks towards it.

   e) "Don't go there!" "Get out of there!" by posting signs, "NO ADMITTANCE" "DO NOT ENTER" "DANGER" on the door. Shout the warning as a student enters the door.

   f) "Fire!" by showing a visual of a burning building. Demonstrate by looking first and then walking quickly to the door.

For higher levels, model the warning first, and students can then practice giving the commands. A large manila paper depicting a person shouting with bubbles can be posted. As warnings are demonstrated, they can be written in the bubbles and students can copy them.


LOOK OUT!
STOP!

Variation

This activity can be reviewed in subsequent lessons by creating potentially hazardous situations in the classroom or by calling out safety warnings at any time.

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

COMPETENCY: Follow instructions on the job

18.1
(EO 1.4.11)

LEVEL: All

GENERAL TECHNIQUE: Total Physical Response

Estimated Time

30 minutes

Objective

Students can follow instructions and show understanding.

Materials

Classroom objects
Colored pieces of paper and pencils

Directions

1. Give each student or group of students oral directions consisting of several steps and ask them to complete the task. (For low level classes, demonstrate the tasks before the students do them.)

   Example: Take a piece of blue paper, a piece of yellow paper, and a piece of white paper and fold them in half.

   Take three long green rods and two short orange rods and put them on the table (use "cuisenaire" rods).

   Take all the pencils, count them, and then bring them to me and tell me how many there are.

   Collect all the books, write the date in each one, and return them to their owners.

   Take all the chairs and put them in three rows of five each.

2. Before students perform the assigned tasks, they use expressions that show understanding such as:

   OK.
   Fine.
   Sure.
   All right.

Variations

- For upper level classes, students can give directions to each other.
- For lower level classes, the directions can be broken into two steps. Students express understanding after each step.

  Example: A: Please count the books and write down the number.
  B: OK.
  A: Put them on the shelf when you're finished.
  B: All right.

IDEA SUGGESTED BY:

Marjorie Sutton

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Follow instructions on the job

LEVEL: C

GENERAL TECHNIQUE: Total Physical Response

18.1
(EO – 11, 16)

Estimated Time

30 minutes

Objective

Students can follow instructions on the job.

Materials

A pocket chart with numbered pockets
A spinner board with the same numbers as those on the pocket chart
Numbered command cards to go in the pocket chart (see examples below)
Items: broom, bucket, trash paper, rods, dust cloth, boxes, etc.

Directions

1. The class is divided into 2 teams. Each team works in pairs: a boss and an employee.
2. The "boss" from Team 1 spins a number. S/he pulls that command card from the numbered pocket chart and reads the card to the "employee." If the employee can respond correctly by following the instructions, Team 1 wins a point.

   Examples: Stack the boxes.
   Carry 2 chairs outside.
   Count the boxes.
   Clean the table.
   Empty the bucket.
   Sweep the floor.
   Put the trash outside.
   Get rid of the boxes.

3. The game continues until all have participated.
   The team with the most points wins.

IDEA SUGGESTED BY:

ESL Staff

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Follow instructions on the job

18.1
(CL – 13, 17)

LEVEL: C, D, E

GENERAL TECHNIQUE: Repetition Drills
Total Physical Response

Estimated Time

45 minutes

Objective

Students can confirm understanding of instructions and follow instructions.

Materials

A variety of classroom objects displayed on and around the teacher's desk

Directions

1. Using objects displayed in the front of the room, instruct different students to perform various tasks. However, before the students actually follow the instructions, they practice asking for clarification by paraphrasing the instructions in the form of a question.

Example:	Teacher:	San.
	San:	Yes?
	Teacher:	Please take the green ruler and put it on top of the bookshelf.
	San:	You want me to take the green ruler and put it on the bookshelf?
	Teacher:	Yes.
	San:	OK. (performs task)

2. Teacher then gives a series of instructions to individual students. Before students follow the instructions, they ask for repetition and then paraphrase as in step 1.

Example:	Teacher:	San.
	San:	Yes?
	Teacher:	Move the boxes to the corner, take the books to Khan's desk and then write the time on the board.
	San:	I'm sorry, could you please say that again.
	Teacher:	Yes. (repeats instructions)
	San:	You want me to move the boxes to the corner, take the books to Khan's desk and then write the time on the board?
	Teacher:	Yes.
	San:	OK. (performs task)

NOTE: This activity can also be used for Competency 1.6: Express lack of understanding and ask for clarification.

IDEA SUGGESTED BY:

John Potter

Lutheran Immigration and
Refugee Services (LIRS)

Hong Kong

COMPETENCY: Follow instructions on the job

18.1
(EO – 10, 11;
CL – 7, 11, 15)

LEVEL: D, E

GENERAL TECHNIQUE: Total Physical Response

Estimated Time

60 minutes

Objective

Students can follow instructions on the job, ask for clarification, and communicate task completion.

Materials

Cans or boxes of nails, screws, nuts and colored beads of various sizes (Boxes can also be of various colors; some empty boxes should be included depending on the tasks given below.)

Directions

1. Divide the class into 4-5 groups and seat them around tables. Each group is given a box of objects and some empty boxes.
2. Explain that you will play the role of the supervisor and the students will play the role of the employees. The students must perform the various tasks, check to see if they are performing tasks correctly, and inform the supervisor when they have completed the tasks.
3. The following language samples can be introduced or reviewed:

   "Is this right?"
   "Am I doing this right?"
   "Please check this for me."
   "Should I *do this?* "
   "Like this?"
   "What do you mean by *sort?* "
   (operation)
   "I'm finished."
   "What should I do next?"

4. Give different instructions to each group and set a time limit (5 minutes), e.g.,

   Put all the nails in a can, all the screws in a box, all the nuts over here.

   Sort all of these according to size and label (small, medium, large).

   Sort out all the ones that look like this (show one).

   Sort these by color, count and write totals.
   Etc.

5. Circulate among the groups asking, "Do you understand?" "Show me ________ ." and encouraging students to ask for clarification of instructions.

6. If a group finishes before the time limit, students must inform the supervisor and ask her/him to check their work. If work is done incorrectly, the supervisor shows the error and the task must be done again.
7. When the time limit is up, the supervisor checks the work of all groups being sure to give compliments/approval for correct completion.
8. Rotate the tasks for further practice until all groups have performed all tasks.

Variations

- Tasks can be assigned in writing, with no oral instructions.
- Deliberately unclear, short, or rapid instructions can be given to force students to ask for clarification or confirmation.
- After tasks have been performed, a discussion can be held on the possible consequences of not following instructions carefully, not asking for clarification, or not telling the supervisor when task is completed.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Give explanations for sickness, lateness, absence, mistakes

18.2
(EO-14, 18, 20)

LEVEL: C, D

GENERAL TECHNIQUE: Oral Dialogues

Estimated Time

1 hour

Objective

Students can give explanations for illness, ask for the day off, or ask to change working hours.

Materials

None

Directions

1. Divide the class into small groups and present the following dialogues (see General Techniques: *oral dialogues).*

   Sample Dialogues:

   Calling in sick (B-E)

   A: (secretary): Hello. Watergate Hotel.
   B: (employee): This is _______ _______ . I'm very sick today and I can't come to work.
   A: Who is your supervisor?
   B: Mrs. Sullivan.
   A: All right. I'll tell her.
   B: Thank you. I'll try to come tomorrow.

   Asking for a day off (D-E)

   A: Excuse me, Mrs. Sullivan. I'd like to take Friday off because I have to take my cousin to the hospital.
   B: Can't someone else take [illegible]?
   A: No, I'm sorry. He can't speak English very well.
   B: Do you have to take off the whole day?
   A: Maybe I can come back in the afternoon.
   B: All right.

   Asking to change working hours (D-E)

   A: Excuse me, Mrs. Sullivan. I'd like to change to the day shift if possible.
   B: Well, Kao, the day shift is full right now, but I'll let you know if we need someone.
   A: Thanks a lot.

Variation

Use various dialogue techniques including *disappearing dialogues, line-gram dialogues, written dialogues, scrambled dialogues.* (see General Techniques).

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

COMPETENCY: Give explanations for sickness, lateness, absence, mistakes

18.2
(EO – 19)

LEVEL: C, D, E

GENERAL TECHNIQUE: Role Play

Estimated Time	30 minutes
Objective	Students can report a problem.
Materials	None

Directions

1. Present the following dialogue:

   A: I couldn't sweep the floor.
   B: Why not?
   A: No broom.

2. Assign students to different worksites, and they role play a problem.

   Example: Truck Repair Shop

   A: I couldn't fix the truck.
   B: Why not?
   A: No parts.

   I couldn't clean the room.
   iron the shirts.
   change the tire.
   wax the floors.

   For low level classes, give a picture-word cue of what is missing.

Variation

During a regular classroom task, the teacher can make sure that there is a problem, such as not enough equipment or material.

Example: No light or not enough space to perform the task.

Students must report the problem.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Give explanations for sickness, lateness, absence, mistakes

18.2
(EO – 13, 14, 18, 19, 20)

LEVEL: C, D, E

GENERAL TECHNIQUE: Role Play

Estimated Time

1 hour

Objective

Students can give explanations for absence from work.

Materials

Situation cards (see below)

Directions

1. Divide the class into groups of 2-3 students and distribute one of the following situations written on cards to each group.
    - a) Call your work place and tell them you cannot come in today because you are sick.
    - b) Call your work place and tell them you will be late today because your car won't start and you must take the bus.
    - c) Ask your boss if you can take tomorrow afternoon off because you have to take your son to the doctor.
    - d) Tell your supervisor you think you've made a mistake on your job. Ask him/her to check it for you.
    - e) Tell your supervisor you have to take a physical exam. Ask if you can change your work hours so you won't lose pay.
    - f) Ask your supervisor if you can work overtime to finish your assigned job.
    - g) Tell your supervisor you feel sick. Ask if you can go home now.
2. Students can work in pairs or small groups to prepare dialogues based on the above situations.
3. Students then present their role plays to the class.

IDEA SUGGESTED BY: Center for Applied Linguistics Manila, Philippines	**COMPETENCY:** Converse with fellow employees, e.g., about family, recreation, weather, traffic, news **LEVEL:** B, C **GENERAL TECHNIQUE:** Chain Drill

18.3
(SO – 5, 17)

Estimated Time

30 minutes

Objective

Students can converse with co-workers.

Materials

None

Directions

1. Discuss with the students the kinds of questions they are likely to be asked by their co-workers on the job.
2. Randomly ask these questions to the students. The students should respond appropriately.

   Possible Questions:

   - Where are you from?
   - How long have you been here?
     (or when did you come to the U.S.?)
   - What is your country like?
   - Do you like it here (in the U.S.)?
   - Is it cold in your country?
     (or any question about weather)
   - Is your family here?
     etc.

3. Using a *chain drill* (see General Techniques), S1 asks S2 a typical question about background. S2 responds appropriately and then asks S3 a *different* question about background, etc.

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

COMPETENCY Converse with fellow employees, e.g., about family, recreation, weather, traffic, news

18.3
(SO – 21)

LEVEL: B, C

GENERAL TECHNIQUE: Dialogues

Estimated Time

30 minutes

Objective

Students can converse with co-workers.

Materials

None

Directions

1. Ask student: "What's the weather like?"
2. The student answers with any appropriate expression: "It's hot." (or rainy, cold, etc.)
3. Ask: "So what are you going to do after class."
4. Answer appropriately, according to the weather.

Examples: T: What's the weather like?
S: It's nice.
T: So what are you going to do after class?
S: I'm going to take a walk.

or: It's raining.
I'm going home and read a book.
etc.

5. Introduce the following dialogue, and students practice in pairs.

S1: It's really hot and humid today.
S2: It sure is. I'd like a cold drink.
S1: I'm going to go home, take a cool shower, and relax.
S2: That sounds great!

NOTE: Encourage students to change the weather during the *role play*, but remember that the dialogue responses must also change appropriately.

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

COMPETENCY: Converse with fellow employees, e.g., about family, recreation, weather, traffic, news

18.3
(SO – 21)

LEVEL: B, C

GENERAL TECHNIQUE: Role Play

Estimated Time 30 minutes

Objective Students can converse with co-workers.

Materials None

Directions

1. Elicit from the students what they think are common weekend activities in the United States. A discussion follows.

   Example: shopping (grocery, clothing)
   movies
   inviting friends home for dinner
   cleaning house (doing laundry)
   going to a party
   staying home and watching TV (reading a book)
   visiting relatives

2. In pairs, students can role play short dialogues about their plans for the weekend.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Converse with fellow employees, e.g., about family, recreation, weather, traffic, news

18.3
(SO – 19, 20, 21)

LEVEL: C, D, E

GENERAL TECHNIQUE: Scrambled Sentences

Estimated Time

45 minutes

Objective

Students can converse with co-workers.

Materials

Dialogue strips (see below)

Directions

1. Write the following dialogues on strips of paper, one line per strip. Students are divided into groups and given a set of dialogue strips. They work together to put the lines of the dialogue into the proper order.

   Dialogue 1:

   Is this your house?
   Yes. Thanks for the ride. I really appreciate it.
   You're welcome. We finish work at the same time, so I can bring you home every day.
   That would be great.
   Do you go to work at 8 in the morning? I could pick you up, too.
   Thanks a lot, but I start at 7.

   Dialogue 2:

   I like your haircut. Where did you get it done?
   A friend of mine did it for me.
   Do you think he could cut mine?
   I don't know. I'll ask him and let you know at work.
   I won't be there for the next two weeks. I'm on vacation.
   Oh. I'll call you when I find out.

2. When finished, student pairs present their dialogues to the class.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Converse with fellow employees, e.g., about family, recreation, weather, traffic, news

18.3
(SO – 21)

LEVEL: D, E

GENERAL TECHNIQUE: Role Play

Estimated Time

1 hour

Objective

Students can converse with co-workers.

Materials

A sign "CAFETERIA"

Directions

1. Write the following topics on the board. Using the sample questions (and others the teacher and students can supply), practice a short conversation on each topic with the class.

   Weather

   How's the weather in *Cambodia?*
   Is it hot all the time?
   Does it rain a lot?
   Do you like the weather here?

   Life in the Refugee Camp

   How long did you stay in the camp?
   What was your house like?
   Did you have enough food?
   Were a lot of people sick?

   Education

   Did you go to school in your country?
   How long did you go to school?
   Are you going to school here?
   What are you studying?
   Do you like school here?

   Escape from Own Country

   Why did you leave your country?
   Do you want to go back again?
   How did you escape?
   Was it dangerous?

2. In pairs, the students then role play the "refugee" and the "American" co-worker having a conversation. The pair chooses a topic and role plays a conversation as they enter the cafeteria of their worksite.

   For further practice, partners can switch, choose different topics, and repeat the role play.

Food

COMPETENCY	COMPETENCY NUMBER
Describe food needs	4.1
Describe food preferences	4.2
Select and pay for food within a setting familiar to a Southeast Asian refugee, i.e., price, quantity	4.3
Locate food items	8.1
Select food, i.e., price, container, size, quantity, freshness	8.2
Pay for food, e.g, cash, change, coupons	8.3
Locate places to buy food	8.4
Order food, e.g., at a snack bar, restaurant, fast food	17.1
Act appropriately as a guest/host	17.2
Store food properly	17.3
Prepare food	17.4

IDEA SUGGESTED BY:

Ucok Al Yustian

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Describe food needs

LEVEL: All

GENERAL TECHNIQUE: Bingo
Chanting

4.1
(SH – 2)

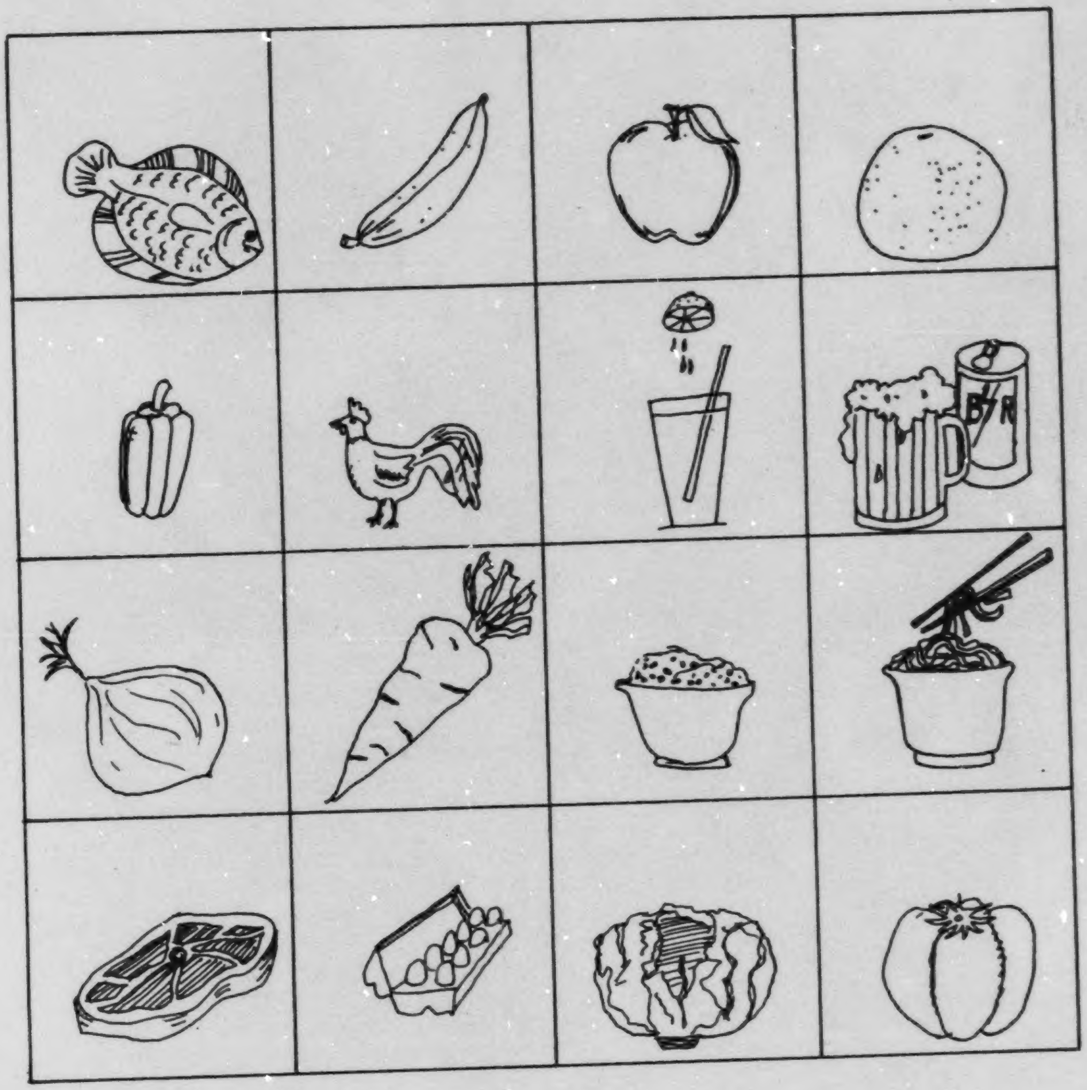
Estimated Time	30 minutes
Objective	Students can practice saying the names of common foods with the proper intonation.
Materials	Bingo cards (see sample with pictures on other side) Game chips Picture cards of various food items (same as those on bingo card)

This game, a variation of ordinary *bingo* (see Literacy Games), stresses the correct intonation and pronunciation for food vocabulary.

1. Have the students hum the tune for "Auld Lang Syne." (The tune should already be familiar to many of the students.)
2. Review the names of the food items on the picture cards. As the teacher holds up a picture card, the students chant the name to the tune of "Auld Lang Syne."
3. Distribute Bingo cards. For low level classes the cards should have pictures of food items. Higher level classes can write in names of food items in random order on a blank card based on a list of ± 20 names written on the board. (This assures an individual card for each student.)
4. Hold up a picture card of a food item. The students chant (to "Auld Lang Syne") the name of the food item while finding it on their cards.
5. This continues until a student says, "Bingo."

Variation

The students play regular *bingo* without the chanting.


B/R

IDEA SUGGESTED BY:

Daniel Ruano

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Describe food needs

4.1
(SH – 2, 14)

LEVEL: C, D

GENERAL TECHNIQUE: Groupings

Estimated Time	15 minutes
Objective	Students can describe various food items.
Materials	3 x 5 cards with names of common foods
Directions	1. Each student is given a card with the name of a food item. (see General Techniques: *groupings*) 2. The student must describe that item to the class until the class guesses the item.

Sample: LEMON

S1: It's round.
It's sour.
It's yellow.
It has seeds.

Ss: Lemon

IDEA SUGGESTED BY:

Timothy Maciel

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Describe food needs

4.1
(SH – 2, 22)

LEVEL: C, D

GENERAL TECHNIQUE: Categories

Estimated Time	15 minutes
Objective	Students can identify food items by category.
Materials	None
Directions	1. Say the names of 4 food items. Three of the items fit into a food category. One does not fit. 2. Students tell which item does not fit. Samples: 1. orange, banana, milk, apple (students say, MILK) 2. chicken, pork, beef, rice (students say, RICE) 3. bread, butter, cheese, milk (students say, BREAD) 3. For more advanced classes, students can give the reason why the particular item does not fit in the category.

IDEA SUGGESTED BY:

ESL Staff
The Consortium:
Phanat Nikhom, Thailand

VARIATION SUGGESTED BY:

International Catholic Migration
Commission (ICMC)
Bataan, Philippines

COMPETENCY: Describe food preferences

4.2
(SH – 2)

LEVEL: All

GENERAL TECHNIQUE: Vocabulary Game: Going to Grandma's

Estimated Time

20 minutes

Objective

Students can describe food preferences of self and others.

Materials

None

Directions

1. The class sits in a circle.
2. Student 1 says, "I like *eggs*."
3. Student 2 says, "I like *eggs* and *rice*."
4. The following students continue with each student naming all the previous items and then adding his/her own.
5. The final person is the teacher who must remember all the items.

Variations

- For advanced classes, the game can be played with food items in alphabetical order: like *apples, bananas, cheese,* etc. If a student cannot think of a food name starting with the next letter of the alphabet, s/he says "PASS" and the next student has the chance to respond. If all students say "PASS," that letter of the alphabet is skipped.
- For more advanced classes: Students can practice the structures:

  I like *(food)* but I don't like *(food)*.
  S/he likes *(food)* but s/he doesn't like *(food)*.

  Sample:

  Student 1 says: I'm *Hung*. I like *apples* but I don't like *oranges*.

  Student 2 says: *Hung* likes *apples* but he doesn't like *oranges*. I'm *Mai*. I like *eggs* but I don't like *milk*.

  The pattern continues with S3 repeating what Hung and Mai like and don't like, and adding her/his own preferences.

  To make it easier, the students can work with only the structure "*Hung* likes *apples*. I like *rice*."

IDEA SUGGESTED BY:

Fred Ligon

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Describe food preferences

LEVEL: A, B

GENERAL TECHNIQUE: Substitution Drill

4.2
(SH – 2)

Estimated Time

30 minutes

Objective

Students can describe food preferences.

Materials

The Interview Sheet (1 for each student — see attached)

Directions

1. Students work in pairs. Each student has an interview sheet. Student 1 asks a question, starting with the first picture:

   "Do you like fish?"

   Student 2 responds,

   "Yes, (I do.)" or "No, (I don't.)"

   Student 1 marks Student 2's answer on his/her own interview sheet. The "thumb up" picture is for "Yes" responses, the "thumb down" one for "No" responses.

2. Student 2 then asks a question based on the second picture:

   "Do you like pineapples?"

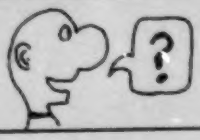
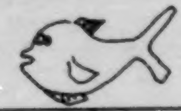
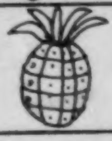
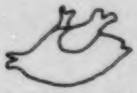
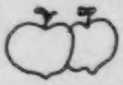
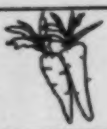
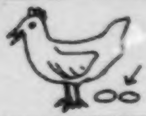
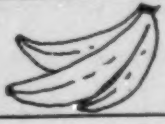
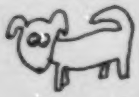
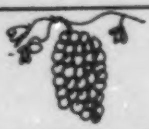
   Student 1 responds,

   "Yes, (I do.)" or "No, (I don't.)"

   Student 2 then marks Student 1's answer on his/her own interview sheet.

3. The activity continues until all the vocabulary on the interview sheet has been used in forming questions.

4. Ask students about their partners' preferences, for example, "Chue, does Vang like Chicken?

	👍	👎
1. 		
2. 		
3. 		
4. 		
5. 		
6. 		
7. 		
8. 		
9. 		

Taken from **In Sight** *by Fred Ligon, The Experiment in International Living*

IDEA SUGGESTED BY: Benny Donald Dablas, Anton Suwarno and Ignatius Suranto The Consortium: The Experiment in International Living Save the Children Federation Galang, Indonesia	**COMPETENCY:** Describe food preferences **LEVEL:** A, B **GENERAL TECHNIQUE:** Use of Visuals Rejoinder Drills 4.2 (SH – 2)

Estimated Time	30 minutes
Objective	Students can describe food preferences.
Materials	Pictures of food items
Directions	1. Form a circle with the students. Each person holds a picture of a food item. 2. Go to the middle of the circle and ask a student, "Do you like _______ ?" using the name of the item that the student is holding. 3. The student answers, "Yes, I like _________ ." 4. Student 1 replaces the teacher in the middle of the circle and asks Student 2, "Do you like ________ ?" using the name of the item that Student 2 is holding. 5. The drill continues with Student 2 replacing Student 1 in the middle of the circle and asking the same question to Student 3. 6. Each student gets a turn in the center of the circle. 7. Students exchange items and repeat the above steps.
Variation	Let students choose which picture they want to hold by asking "What do you like?" before they form the circle.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Describe food preferences

LEVEL: C, D

GENERAL TECHNIQUE: Categories

4.2
(SH – 2, 14)

Estimated Time

30 minutes

Objective

Students can describe their own and Americans' food preferences.

Materials

None

Directions

1. Students form groups based on ethnic backgrounds.
2. Each group prepares a list of what they like to eat for breakfast, lunch, and dinner.
3. They prepare a second list of what they think Americans like to eat for breakfast, lunch, and dinner.
4. When each group has finished preparing its lists, it reports to the other groups.

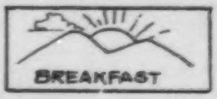
Sample: Vietnamese like ________, ________, and ________ for *breakfast*.
We think Americans like ________ and ________ for *breakfast*.

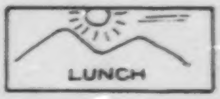
Variations

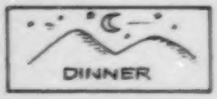
- Lead the class in a discussion about food preferences of different ethnic groups using such questions as:

  Do *Cambodians* like *noodles* for *breakfast?*
  Do *Americans* eat *vegetables* for *breakfast?*
  What do you drink with your meals?
  When do you usually eat breakfast/lunch/dinner?

- For lower levels, show picture cards representing different times of day:







and cards representing various food items. Students put the pictures of food items they prefer for breakfast, lunch or dinner with the appropriate "time of day" picture.

IDEA SUGGESTED BY:

Evelyn Knapp

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom

COMPETENCY: Select and pay for food

LEVEL: All

GENERAL TECHNIQUE: Use of Visuals
Rejoinder Drills

4.3
(SH – 2, 6)

Estimated Time	30 minutes
Objective	Students can ask and pay for food items.
Materials	Small pieces of paper and colored pencils Play money

Directions

1. Each student draws a picture of a food item on a small piece of paper and puts a price on the item.
2. Collect the pictures, shuffle them, and divide them into two piles.
3. Divide the class into two teams. Give each person play money.
4. Each team chooses one person to be the "seller." Each seller sits at a table. A set of the pictures is in front of each seller.
5. Members of each team "buy" the items from the seller by saying "I want/need ________." or "I'd like ______." Low level classes may see the pictures (in front of the seller). Higher level classes may not see the pictures, but must guess what the seller has.
6. The seller responds, "Here you are." or "We don't have ______ ."
7. If the seller has the item, the buyer asks, "How much is/are ________?"
8. The seller responds, "It's ________."
   money
9. The buyer pays the amount and takes the picture to her/his seat.
10. The first team that finishes purchasing all of its pictures wins.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Select and pay for food

LEVEL: A, B

GENERAL TECHNIQUE: Dyad Game

4.3
(SH – 6)

Estimated Time	30 minutes
Objective	Students can ask prices, read and say money amounts, and recognize names of food items.
Materials	Set of cards: half of the cards have a picture of a food item *with* the price; the other half have *only* the picture of the food item. (see samples on back) (The number of sets depends on the number of students in the class.)

Directions

1. The students are divided into pairs.
2. Student 1 in each of the pairs has the cards with the pictures of the food *and* the prices. (Set A)
3. Student 2 in each of the pairs has the cards with *only* the pictures of the food items. (Set B)
4. Student 2 puts her/his stack of cards face down on the desk and draws one from the top of the stack. Without showing the picture to her/his partner, s/he asks:

   "How much is a *lemon?* "
   (food)

5. Student 1 holds all the cards in her/his hand so that Student 2 cannot see them. S/he finds the card with the picture of the food requested and answers:

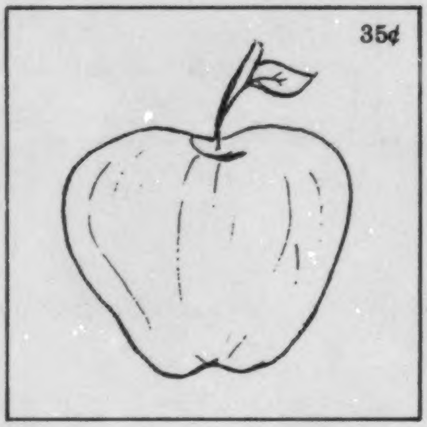
   "29¢"
   (price)

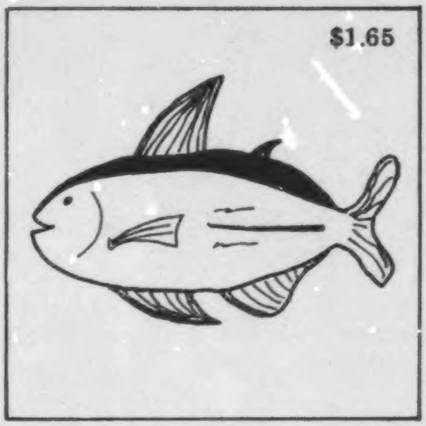
6. Student 2 writes the price on her/his card (or on a piece of paper). After all the prices have been requested, Student 2 checks the written prices with the prices on Student 1's cards.
7. Student 1 and Student 2 can exchange roles to give both a chance to ask and answer questions.

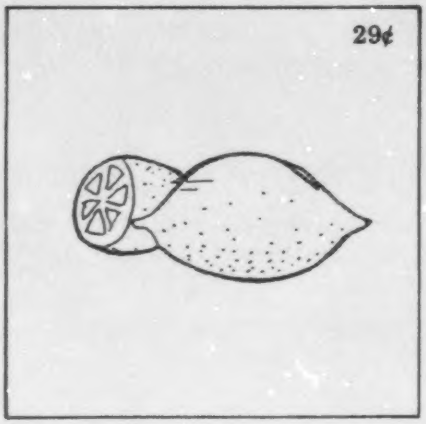
Variation

After the students have compared their cards, they can count out the correct amount of play money to pay for each item on the cards.

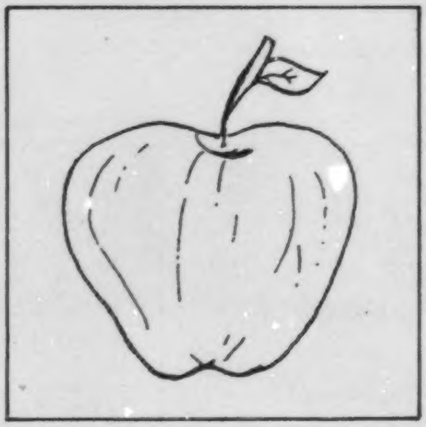
SET A:
(Samples)

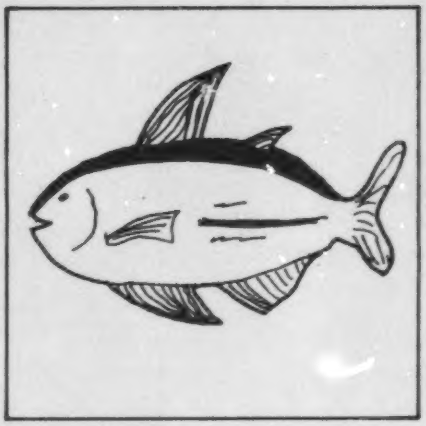


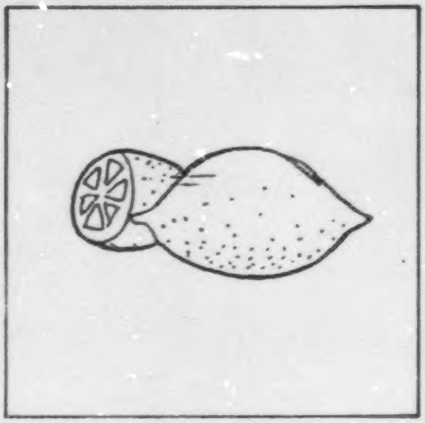




SET B:
(Samples)







IDEA SUGGESTED BY:

Junaidi Adrenata

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Select and pay for food

LEVEL: A, B

GENERAL TECHNIQUE: Role Play

4.3
(SH –6)

Estimated Time	30 minutes
Objective	Students can request and pay for food.
Materials	Play money Picture cards of food with the price written on the backs of the cards (the pictures can be cut from newspaper supermarket ads)
Directions	1. Review the names of the food items. 2. Take the role of the seller. (If the class is large, one of the more advanced students can also act as a seller.) The food pictures are placed in front of the seller. 3. Students each get money to spend at the market. They line up in front of the seller. 4. The buyers have the following conversation with the seller: B: How much is/are *(food)*? S: ______ *(price)*. 5. The buyers give the correct amount of money to the seller. The seller makes change if necessary. 6. Each buyer continues shopping until s/he spends all the money.

IDEA SUGGESTED BY:

Benny Donald Dablas, Ignatius Suranto
and Anton Suwarno

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Select and pay for food

LEVEL: B

GENERAL TECHNIQUE: Use of Visuals
Rejoinder Drills

4.3
(SH – 6)

Estimated Time

30 minutes – 1 hour

Objective

Students can identify common foods and prices and pay the correct amount for food.

Materials

Play money
Picture sheet of food items with prices (see attached) one/pair of students

Directions

1. Distribute the food/price picture sheet to each pair of students and review the names of the food items.
2. Put a food sheet on the table or board so all the students can see it; point to the first price (orange: 23¢) and put 23¢ on the picture of the orange. Repeat the procedure with the second picture.
3. Each pair of students is then given play money (coins). In pairs the students put the correct amount of money on each picture.
4. Move around the room and check to see if students are doing the activity correctly.
5. After students have put the correct amount of money on each box, ask "How much is an $\underset{\text{(food)}}{\underline{\textit{orange}}}$?"

   Students respond with the correct amount. Ask the item prices in random order to check for comprehension of the names of the fruits and vegetables.
6. Students then work in pairs asking each other the "How much . .?" question and responding with the appropriate prices of the different items.

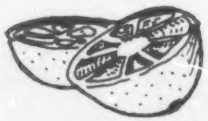
   Example: A: How much is a lemon?
   B: 29¢

Variation

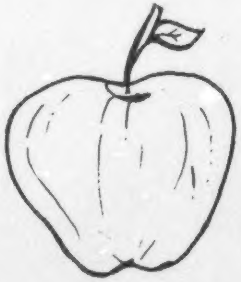
Call out two or three food items and the students figure out the total price by adding together the individual prices. They pay that amount of money to the teacher.

Example: Teacher: 1 apple, 1 banana and 1 pineapple.
Students: $1.65

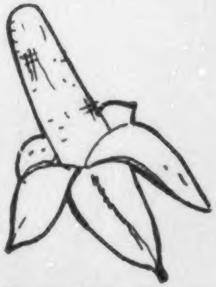
23¢



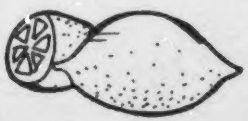
35¢



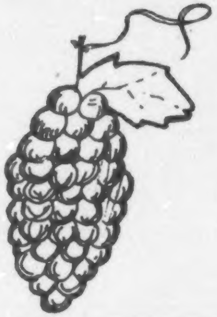
15¢



29¢



89¢



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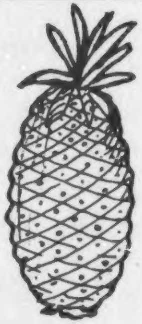

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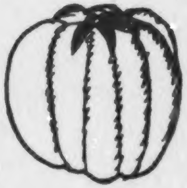

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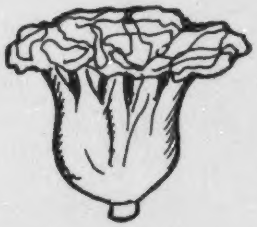

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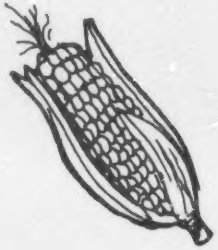

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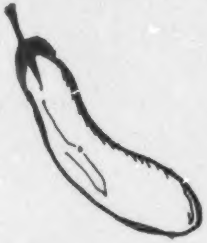

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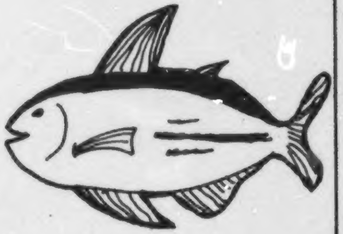

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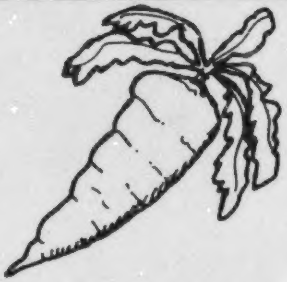


IDEA SUGGESTED BY: ESL Staff The Consortium: The Experiment in International Living Save the Children Federation World Education Phanat Nikhom, Thailand	**COMPETENCY:** Select and pay for food **LEVEL:** C, D **GENERAL TECHNIQUE:** Vocabulary Game

4.3
(SH – 2)

Estimated Time	30 minutes
Objective	Students can ask for food items.
Materials	Food items or pictures of food items Large shopping bag

Directions

1. Bring food items (or pictures of items) and a large shopping bag to class.
2. Students sit in a large circle; each holds two or three of the food items. Ask one student to stand up and remove his/her chair from the circle. There are no extra chairs.
3. The student walks around the circle holding the bag. S/he says, "I'm going to the market and I want to buy_______." naming the items that one student in the circle is holding.
4. The second student stands up, puts her/his items in the bag and follows the first student around the circle. Student 2 repeats the sentence, naming the articles that a third student is holding. That student joins the "shopping trip."
5. When many students are walking around the circle, the first student shouts, "But then my basket broke!"
6. Everyone quickly tries to sit down. One person will remain standing and s/he starts the game over.

IDEA SUGGESTED BY:

Yuwantana

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Locate food items

LEVEL: A

GENERAL TECHNIQUE: Total Physical Response Drills

8.1
(SH – 2, 3)

Estimated Time

1 hour

Objective

Students can ask questions in a supermarket.
Students can read aisle numbers.

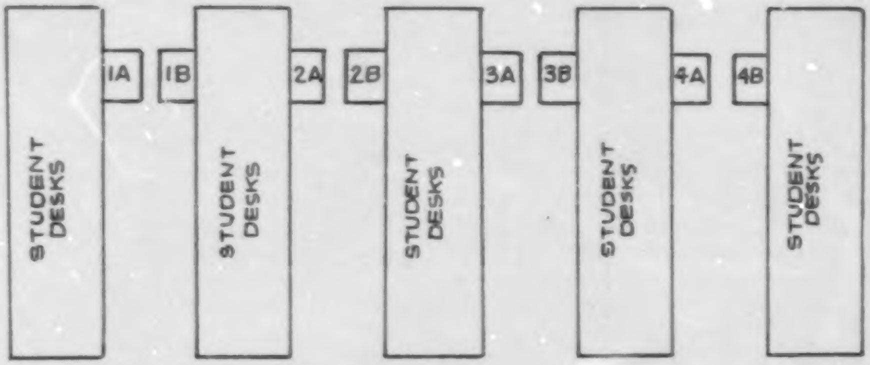
Materials

Pictures of food items
Cardboard aisle numbers

Directions

1. Review the names of food items previously taught and then put the pictures on a table.
2. Introduce the concept of aisles in a supermarket by dividing the classroom into aisles and placing numbers on the aisles.

SAMPLE CLASSROOM ARRANGEMENT



3. Give the following command:

   Go to aisle *2B.*
   (number)

   All the students follow the command.

4. When the students understand the aisle numbers, give the following command:

   Put the *rice* on aisle *4A*
   (food) (number)

5. Individual students find the picture of the food that the teacher mentions and place it in the correct aisle.

6. After students have placed all the food in the supermarket, use a *repetition drill* (see General Techniques) to introduce the question:

   Where is/are the $\frac{\text{\textit{oranges}}\,?}{\text{(food)}}$

7. Students practice asking each other for the location of different items in the store.

Variations

- Students can divide into teams and play the *run and touch* game (See General Techniques: *vocabulary games)* after the food items have been distributed in the aisles:

  Example: T: Meat
  Ss: (1 student from each team must run and pick up the meat.)

- For Level B classes, the teacher can also introduce the names of sections of the supermarket following the above procedures.

IDEA SUGGESTED BY:

ESL Staff
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Locate food items

8.1
(SH – 14, 22)

LEVEL: C, D

GENERAL TECHNIQUE: Categories

Estimated Time

15 minutes

Objective

Students can locate food items in a supermarket.

Materials

Names of sections in a supermarket and names of food items written on pieces of paper

Directions

1. Each student gets a piece of paper with one of the following supermarket sections or food items written on it:

    produce section
    dairy section
    meat section
    bakery section
    beverage section
    frozen food section

    pork
    beef
    cabbage
    cheese
    bean sprouts
    lettuce
    apples
    oranges

    tea
    coffee
    milk
    butter
    bread
    cakes
    ice cream
    chicken
    etc.

2. The class stands up and walks around until those students with food items have matched their cards with those students with section names.
3. Mix up the papers and repeat the game.

IDEA SUGGESTED BY:

Didi Sumedi

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Locate food items

8.1
(SH – 2,
8, 14, 22)

LEVEL: C, D

GENERAL TECHNIQUE: Categories

Estimated Time 30 minutes

Objective Students can locate food items in sections of the supermarket.

Materials Large cardboard supermarket grids (see sample)
3 x 5 cards with pictures or names (depending on class level) of food items

Directions

1. Review the names of food items and introduce the names of the sections of the supermarket by showing students which items go in which sections.
2. Divide the class into groups of 4-6 students.
3. Give each group a deck of 3 x 5 food picture cards. Each deck has two copies of each card.
4. One student deals the cards to the other students in her/his group.
5. The students look through their cards. If they have a pair, they put it on the table and ask,

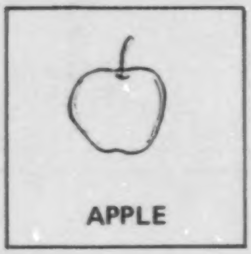
   S1: Excuse me, where is/are *the apples*?
   (food)

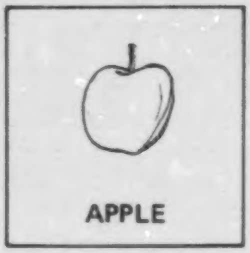
   S2: It's/they're in the *produce section*.
   (name)

   S1: (puts her/his cards in the appropriate section)

6. When all the students who have pairs have asked the question and placed their items in the correct section, S1 draws a card from the student on her/his right. If s/he gets a match, s/he repeats step 5. If not, S2 draws a card from S3.
7. The play continues until all the cards are matched and placed in the correct sections.
8. Move around the room giving help if necessary and monitoring student progress.

3 x 5 SAMPLE CARDS





SUPERMARKET GRID

PRODUCE SECTION	DAIRY SECTION	BEVERAGE SECTION
BAKED GOODS SECTION	MEAT/FISH SECTION	BAKING NEEDS SECTION
HEALTH & BEAUTY AIDS	GRAINS & CEREALS	HOUSEWARES SECTION

IDEA SUGGESTED BY:

Corazon Gonzales
Erlinda Dumo

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Locate food items

8.1
(SH – 8,
22)

LEVEL: D, E

GENERAL TECHNIQUE: Narrative

Estimated Time 1 hour

Objective Students can describe an American supermarket.

Materials 1 copy of the narrative below

Directions

1. Read through the following narrative about American supermarkets without stopping:

   THE SUPERMARKET

   In the U.S., most people buy their food in a supermarket. They usually go shopping once a week and buy enough food for the whole week. They push a shopping cart up and down the aisles to find the food they want.

   Different kinds of food are located on numbered aisles in different sections. Fruits and vegetables are in the produce section; milk, cheese, and butter are in the dairy section. The produce, dairy, meat, fish, and poultry sections are sometimes on the side aisles or in the back of the market. There are other sections for frozen foods, baked goods, and canned goods.

2. Ask general comprehension questions such as "What is this narrative about?"
3. Read the narrative again, sentence by sentence, stopping at the end of each to ask questions.

   Questions can include:

   Where do most people buy their food?
   How often do most people go shopping?
   How much food do they usually buy?
   What is in the produce section of the supermarket?
   What food can you find in the dairy section?
   Where can you usually find the produce, fish, meat,
   poultry sections?

4. Write new words and phrases on the board.

5. The students recreate the narrative using the key words in step 4 as cues. Each student contributes a sentence. Although no one will know the entire paragraph, together the students can probably reconstruct most of the paragraph.

Variation

The narrative can be cut into strips and students can order the story (see General Techniques: *scrambled sentences*).

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

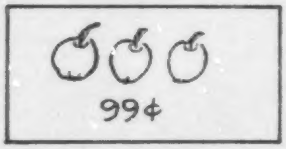
COMPETENCY: Select food, i.e., price, container, size, quantity, freshness

LEVEL: A

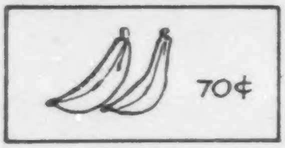
GENERAL TECHNIQUE: Flashcards; Concentration (Literacy Games)

8.2
(SH – 6)

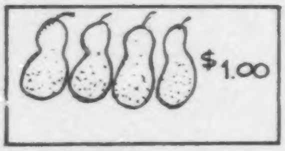
Estimated Time	20 minutes
Objective	Students can read prices, e.g., 3/99¢.
Materials	3 x 5 cards (see samples below); there should be several sets of the cards so students can work in small groups
Directions	1. Students work in groups to match the picture/price cards with the price cards. 2. After the students have matched all the cards, they practice reading the prices by using the following dialogue: S1: How much are *apples?* S2: 3 for 99 cents.
Variation	Students can play *concentration* (see Literacy Games) with the cards.



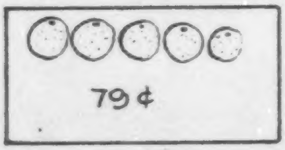
3/ 99¢



2/ 70¢



4/ $1.00



5/ 79¢

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

COMPETENCY: Select food, i.e., price, container, size, quantity, freshness

LEVEL: B

GENERAL TECHNIQUE: Concentration (Literacy Games)

8.2
(SH – 10)

Estimated Time

20 minutes

Objective

Students can identify abbreviations for common measurements.

Materials

3 x 5 cards with one of the following words or abbreviations on each card:

● dozen	● doz.	● each	● ea.
● gallon	● gal.	● pound	● lb.
● pint	● pt.	● ounce	● oz.
● dollar	● $	● cents	● ¢
● quart	● qt.		

Directions

1. Students play *concentration* (see Literacy Games) matching the full name with the abbreviation.

IDEA SUGGESTED BY

ESL Staff

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Select food, i.e., price, size, quantity, container, freshness

LEVEL: B, C

GENERAL TECHNIQUE: Drills
Role Play

8.2
(SH – 9, 10)

Estimated Time

1 hour

Objective

Students can select food by price, size, quantity and container

Materials

Food items (pictures and real items)
A scale
Containers: gallon, quart, pint

Directions

1. Show a visual of 12 of the same food items (e.g., 12 apples).
2. Ask the students to count the items.
   Explain that 12 items equal a dozen.
3. Show a picture of a food item (e.g., an apple) with a price tag of 25 cents and ask the class, "How much are a dozen *apples*?"
   (food)
4. Show a visual of 6 apples and ask, "How many?"
   Explain that 6 is a half dozen.
5. Repeat step 3, asking, "How much are a half dozen *apples*?"
   (food)
6. The students practice dozen and half dozen by counting out different food items and then calculating the price.
7. Place several pieces of fruit on a scale. Ask the students to look at the scale and note the weight of one pound.
8. Ask the students to weigh other food items in quantities of 1/4, 1/2, 1, 2, 3 pounds.
9. Assign a price to each pound of different food items. Ask students to calculate the cost of 1/4, 1/2, 1, 1-1/2, 2, etc. pounds.
10. Show containers that hold a gallon, quart and pint. Students measure water into the containers to get the concept of the amount of each measurement.
11. Students figure the price of liquids per quart, gallon, pint.

12. With various items of different quantities, students role play a store situation using the following dialogue:

S1: I'd like a *half gallon* of *milk.*
S2: Here you are.
S1: How much is it?
S2: *99 cents* a *half gallon*

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

COMPETENCY: Select food, i.e., price, container, size, quantity, freshness

LEVEL: C

GENERAL TECHNIQUE: Categories

8.2
(SH – 20)

Estimated Time	15 minutes
Objective	Students can read expiration dates on food items.
Materials	3 x 5 cards with names of food items and an expiration date (enough sets for several teams) Sample: MILK 4/10/84
Directions	1. Students are divided into teams. 2. Each team gets 10 cards with the name of a food item and an expiration date on each card. 3. The team members work together to pull out all food items whose expiration dates have passed. 4. The first team to finish wins the game. 5. Students then practice reading aloud the expiration dates to review the reading of dates (e.g., 3/4/84 = March 4, 1984).
Variations	• Students can order the cards by expiration date. • Students can tell how long (days, months, years) before the expiration date is up.

IDEA SUGGESTED BY:

ESL Staff

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Select food, i.e., price, container, size, quantity, freshness

LEVEL: C, D, E

GENERAL TECHNIQUE: Role Play

8.2
(SH – 9, 10, 14, 18)

Estimated Time	30 minutes
Objective	Students can select food by quantity, price.
Materials	List of current prices of common food items (teacher-made or taken from a newspaper advertisement)
Directions	1. Divide the class into groups of 5-6 students and tell them that this group is their "family." They are to work together to make a shopping list of food items for 2 days for the family. 2. Each group must list the food they will need and the quantities of each item. 3. Then tell each group they have $25.00 to spend. Distribute a price list of food items. If they don't have enough money, they must choose cheaper items. 4. The exercise ends with each group sharing their list with the other students.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Pay for food

LEVEL: All

GENERAL TECHNIQUE: Role Play

8.3
(SH – 6;
M – 1, 2, 4)

Estimated Time	30 minutes
Objective	Students can pay for food and verify receiving correct change.
Materials	Play money Slips of paper to represent sales slips for supermarket purchases (e.g., $15.95; $65.83; $22.90)
Directions	1. The students are divided into "shoppers" and "cashiers." 2. Give each shopper a "bill" for her/his food purchases and a $20 and a $50 bill. 3. The cashiers sit at desks with lots of change in front of them. 4. Each shopper must go to one of the cashiers and pay her/his bill. 5. The cashier will count out the change. The shopper must make sure s/he receives correct change. 6. The shoppers and cashiers can exchange places so all have a chance to practice both roles.
Variation	For A-level students, the teacher can take the role of the cashier.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Pay for food

LEVEL: C

GENERAL TECHNIQUE: Role Play

8.3
(SH – 9, 10, 14, 27)

Estimated Time

30 minutes

Objective

Students can pay for food using cash or coupons.

Materials

Play money
One "Shopper's Envelope" for every 4 students including:
- 3 x 5 cards with names of food items and quantities of each item

Samples:

Milk — 2 gals.

Bananas — 3 lbs.

- 1-2 real discount coupons applicable to items on the cards (e.g., 20¢ off)

One "Cashier's Envelope" with names of items in Shoppers' Envelopes *with* the prices listed
(The teacher should keep a master list of food items and prices to check group totals at the end of the activity.)

Directions

1. The class is divided into groups of four. All students sit by group in a circle.
2. Each group receives one "Shopper's Envelope." The cards inside the envelopes indicate the items and the quantities each shopper has bought (e.g., rice — 3 lbs., milk — 2 qts.).
3. One student from group 1 chooses one of the cards in the envelope and asks the cashier, "How much is/are $\underset{\text{(food)}}{\underline{\textit{rice}}}$?"

   (Not "How much are four bags of rice?")
4. The cashier consults her/his list and answers, "It's/they're *(price)* per *(lb./item)*.." The cashier gives only the price per item. S/he does not have to do the multiplying.
5. The shopper writes down the price of the item on the front of the envelope, multiplying when necessary, based on the quantity to be bought as stated on the card. If another shopper group has the same item, they listen and record the correct price.

6. Another student from group 1 then repeats step 3. This continues around the circle until all students have had a chance to ask about all the items in their envelopes.

7. If shoppers have a discount coupon, they can lower the price on the item they are buying. However, only the groups with the coupons can receive the discount. Others must pay the full price.

8. When all the prices have been recorded the groups compute their total food bill. The teacher checks the groups' answers with a master list. The first group to get the correct total wins.

9. The activity finishes with each group paying the cashier the total amount and getting change if necessary.

IDEA SUGGESTED BY:

Daniel Ruano

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Locate, select, and pay for food

LEVEL: D, E

GENERAL TECHNIQUE: Operations

8.1-3
(SH – 10, 14
22)

Estimated Time

30 minutes – 1 hour (depending on how many students try the activity)

Objective

Students can follow directions to locate, select, and pay for food.

Materials

Pictures of food items
Signs for supermarket: different sections in supermarket
Check-out counter
Baskets to carry food in market
Play money
Bags
Scale

Directions

1. Set up the classroom as a supermarket.
2. Following the directions for *operations* (see General Techniques), present the following drill to review the language in Competency 8:
    a. You have invited some friends for dinner. You need to buy some food.
    b. Go to the supermarket.
    c. You are now in the supermarket. Get a basket.
    d. Go to the produce section and get some apples.
    e. Choose some vegetables. Weigh them.
    f. That's too much! Return some.
    g. Go to the dairy section and get a quart of milk, a pound of butter, and two dozen eggs.
    h. Go to the meat section and get some beef, pork, and chicken.
    i. Put these in your cart.
    j. That's enough food.
    k. Now, go to the check-out counter.
    l. There are a lot of people.
    m. Move up to the cashier in turn and say, "How much?"
    n. Pay the cashier.
    o. Get and count your change.
    p. Wait for the bag clerk to put your groceries in the bag.
    q. Pick up your bag and go home.

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

COMPETENCY: Locate places to buy food

LEVEL: A, B

GENERAL TECHNIQUE: Concentration Game (Literacy Games)

8.4
(SH – 12)

Estimated Time

20 minutes

Objective

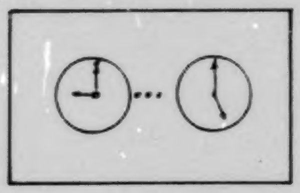
Students can read signs for store hours.

Materials

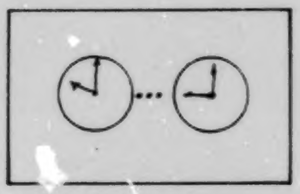
A set of 3 x 5 cards for *concentration* (2 sets if the class is large) Half of the cards have pictures of 2 clocks; the other half have store hours. (See samples below)

Directions

1. Students play *concentration* (see Literacy Games) matching the clock pictures with the time cards.



9:00-5:00



10:00 - 9:00

NOTE: For a more advanced activity on store hours, see Competency 15:3: Locate the places to buy clothing.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Locate places to buy food

8.4
(SH – 8)

LEVEL: A, B

GENERAL TECHNIQUE: Role Play

Estimated Time

15-30 minutes

Objective

Students can recognize sight word MARKET.
Students can locate places to buy food.

Materials

3 x 5 cards with pictures of food items to be bought
3 large signs: MARKET 1, MARKET 2, MARKET 3
Large pictures of the same food items as the ones on the 3 x 5 cards

Directions

1. Introduce the sight word MARKET, and put signs in different places in the room for MARKET 1, MARKET 2, and MARKET 3. Under each sign, put pictures of 5-10 food items (depending on the vocabulary level of the class). Each market should have different items.
2. Each student gets a 3 x 5 card with a picture of an item to buy. These items should correspond with the pictures posted under the market signs.
3. The student identifies the item to the class (e.g., "oranges") and asks her/his classmates, "Where are *oranges*?"
   (food)
4. The other students give directions to the market that has oranges, according to the location of the student asking the directions, e.g., "Over there." "Turn right."

Variations

- Students are divided into teams. One student from each team looks at one of the 3 x 5 picture cards and at the 3 markets. The first student to point to the correct market and say the name of the item in English gets a point (see General Techniques: *vocabulary games, run and touch)*
- The teacher, teacher aide and a more advanced student are clerks in the stores (for higher levels, students can be the clerks). The other students make a shopping list of 2-3 items (these can be pictures or words). The students walk from store to store and ask for the items.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Locate places to buy food

8.4
(SH – 8;
D–5, 10)

LEVEL: C

GENERAL TECHNIQUE: Oral Dialogues

Estimated Time

1 hour

Objective

Students can locate places to buy food.

Materials

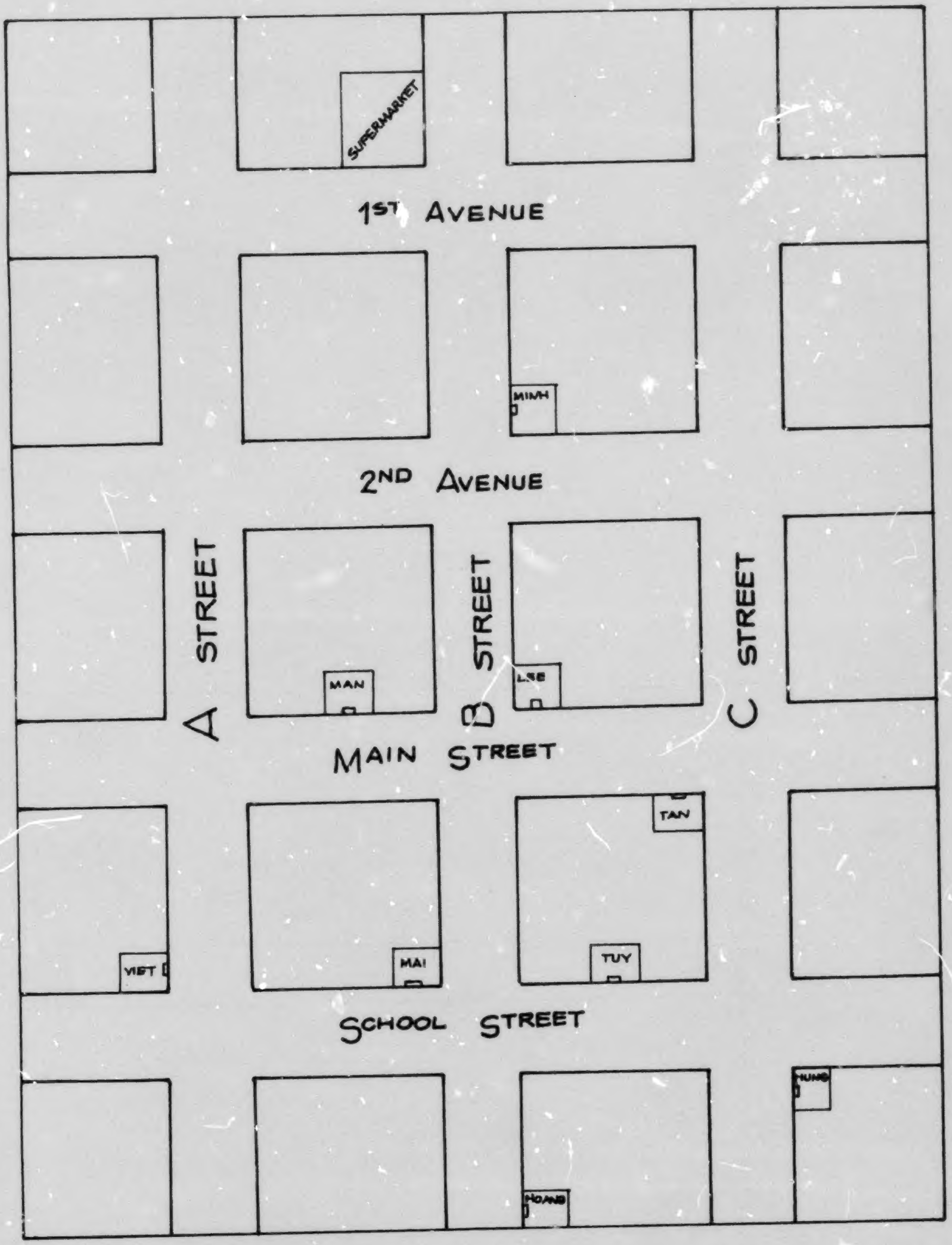
Map of a town with a supermarket, street names, and imaginary houses of students in the class (see sample)
Cards with names of food items to be bought

Directions

1. Point to the house of one student and present the following dialogue: (see General Techniques: *oral dialogues*)

S1: What do you need?
S2: I need some *eggs* Where can I buy them?
S1: In the supermarket.
S2: Where is the supermarket? (Can you tell me how to get to the supermarket?)
S1: (gives directions from S1's house to the supermarket)

NOTE: This map and dialogue can be used to find other places in a town by adding additional buildings (e.g., pharmacy, post office, department store) and having cards with other items (e.g., medicine, stamps, shoes).


SUPERMARKET
1ST AVENUE
MINH
2ND AVENUE
A STREET
B STREET
C STREET
MAN
LEE
MAIN STREET
TAN
VIET
MAI
TUY
SCHOOL STREET
HUNG
HOANG

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Order food

LEVEL: B

GENERAL TECHNIQUE: Oral Dialogues

17.1
(SH – 13)

Estimated Time

1 hour

Objective

Students can order food in a fast food restaurant.

Materials

Large menu (See sample)
Play money

Directions

1. Post a typical menu (see other side) from a fast food restaurant and present the following dialogue (see General Techniques: *oral dialogues*).

Clerk:	May I help you?
Customer:	A cheeseburger and a large coke, please.
Clerk:	Would you like french fries?
Customer:	No, thanks.
Clerk:	That's $1.60.
Customer:	Here you are. Thank you.

2. Students practice the dialogue with different items from the menu. The clerk must figure the price based on what the customer orders from the menu.

Variation

Use various dialogue techniques, including *Disappearing dialogues, line-gram dialogues, written dialogues, scrambled dialogues* (see General Techniques).

BIG AL'S RESTAURANT

Hamburger		.79
Cheeseburger		.89
Big Al (giant cheeseburger)		1.85
Fish sandwich		1.50
Ham and cheese sandwich		1.79
Chicken sandwich		1.60
French fries	small	.60
	large	.79
Coke	small	.42
Sprite	medium	.58
Orange	large	.71
Iced tea		
Shake	chocolate	.75
	strawberry	
	vanilla	
Coffee	small	.30
	large	.45

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Order food

17.1

LEVEL: D, E

GENERAL TECHNIQUE: Written Dialogues

Estimated Time

1 hour

Objective

Students can order food in a restaurant.

Materials

A copy of the dialogue blanks for each pair of students

Directions

1. The class is divided into pairs of students.
2. Each pair gets a copy of the following dialogue to complete:

   Hung is single. One evening he plans to eat out and decides to have dinner at the Tropicana Restaurant.

   Waiter: (greets him and shows him a seat)
   __________ . __________ .

   Hung: __________________ .

   Waiter: (gives him a menu and asks what he wants to eat)
   __________ . __________ ?

   Hung: (orders pizza)
   __________________ .

   Waiter: (tells him the restaurant doesn't have pizza today, only on weekends)
   __________ . __________ .

   Hung: (orders steak, salad)
   __________________ .

   Waiter: (asks him how he wants his steak cooked)
   __________________ ?

3. After the pairs have written the dialogue, several pairs can perform it in front of the class.

IDEA SUGGESTED BY:
ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Order food

LEVEL: D, E

GENERAL TECHNIQUE: Narrative

17.1

Estimated Time

1 hour

Objective

Students can order food in a restaurant.

Materials

Student handouts of the story

Directions

1. Read aloud the following entry or give it to the students to read individually.

   EATING OUT

   Sometimes the Lee family eats dinner in a restaurant. The waitress gives them a menu. In a few minutes, she comes back to take their order. She says, "May I take your order, please?" Mrs. Lee often orders fish, but her husband always orders steak. The waitress asks them what they would like to drink. Mrs. Lee generally drinks black coffee. Her husband frequently drinks a glass of wine. After dinner, the waitress brings them their bill. They seldom have dessert. They're too full! They always leave a tip for the waitress. They usually tip 15%. Eating out is fun!

2. After the passage is read aloud, or individually, ask the students the following questions:
   1. What does the waitress give them first in the restaurant?
   2. What do they order?
   3. What does Mrs. Lee generally drink?
   4. Do they usually have dessert?
   5. What do they leave for the waitress?

3. Then give the students the following fill-in-the-blanks exercise:
   1. The waitress brings them a __________ .
   2. The waitress takes their __________ .
   3. The waitress asks them what they would __________ to drink.
   4. Mrs. Lee __________ drinks black coffee.
   5. They __________ have dessert.
   6. They're too __________ .
   7. They always leave a __________ .
   8. They usually tip __________ .

4. Students write about themselves based on the following questions:
    1. Do you eat dinner in a restaurant?
    2. What do you usually order?
    3. What do you like to drink?
    4. Do you like dessert?
    5. Do you like to eat dinner in a restaurant or do you like dinner at home?

IDEA SUGGESTED BY:
ESL Staff
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Act appropriately as a guest/host

LEVEL: D, E

GENERAL TECHNIQUE: Role Play

17.2
(SO – 9, 10, 16, 18, 23, 25)

Estimated Time

1 hour

Objective

Students can demonstrate appropriate behavior as a guest or a host.

Materials

None

Directions

1. Lead a discussion with the class including the following questions:

   Do you eat at the same time every day?
   Do you sit at a table or on a mat on the floor?
   Do men, women, and children all eat together?
   Does everyone eat at the same time and sit in the same place?
   Does each person have her/his own plate, glass, and utensils?
   Do you pass food to each other?
   Can you eat something from another person's plate?
   Do you talk while you're eating? About what?
   How long does it take to eat dinner?
   Do you eat different foods for different meals?
   What do you do after eating? (women, men, and children)

2. Set up an American place setting on a table.
   Ask a refugee student to set up a place setting typical of her/his culture.

3. Divide the class into two groups. Each group prepares a role play based on the following situations:

   Group 1: Half of you are an American family who has invited a refugee family (the other half) to dinner at your house. Arrange dinner on a table, welcome your guests, talk about your customs, and have a conversation as you all eat dinner.

   Group 2: Half of you are a refugee family who has invited an American family (the other half) to your house for a traditional dinner. Arrange dinner on the mat, welcome your guests, explain your customs to them, and have a conversation as you eat.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Act appropriately as a guest/host

17.2
(SO – 20)

LEVEL: D, E

GENERAL TECHNIQUE: Role Play

Estimated Time

30 minutes

Objective

Students can thank someone for a favor or pay a compliment.

Materials

None

Directions

1. Explain to the students that Americans often expect an elaborate "thank you" when they have done something for someone.
2. Present the following possible language to thank a person for a favor (or see if students can give you the language):

   Thanks a lot for lending . . .
                    taking me . . .
                    giving me . . .
                    inviting me to dinner.
                    lunch.
                    the ride.
   I really appreciate it.
   I'm really glad you helped me.
              happy
   I had a good time.
   It was really delicious.
   I enjoyed it.
   You're so nice to me.
   You're very friendly.
   You're a good cook.
   I'm so happy I met you.
                we got to know each other.
   I hope I can do a favor for you sometime.

3. The students practice the above responses based on cues from the teacher.

   Example: T: Lunch.
   S1: Thanks for lunch. It was really delicious.

4. Divide the students into pairs and give each pair a role such as the following:

   Thank him/her for lending you some money.
                  for helping you to paint your house.
                                  fix your car.

for giving you a present.
for helping you find a job.
for dinner.
for helping you find a house to rent.
for teaching you English.
for giving you a ride home.

5. The pairs present their situations to the class as role plays.

IDEA SUGGESTED BY:

ESL Staff

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Store food properly

17.3

LEVEL: C

GENERAL TECHNIQUE: Categories

Estimated Time

30 minutes

Objective

Students can store food properly.

Materials

Visuals of food items (some which need refrigeration, some which don't)
Signs: REFRIGERATOR, FREEZER, CABINET
Tape

Directions

1. Explain that since Americans often shop only once a week for their food, they must store it properly to avoid spoiling.
2. Use the food visuals to review the names of the food items and then place them on a table in front of the class.
3. Put the signs for "Refrigerator," "Freezer" and "Cabinet" at different places in the classroom.
4. The students work as a group and tape the food visuals under the correct storage location sign.
5. After all the food is stored properly, the students practice the following dialogue:

A: Where do I store *meat* ?
(food)

B: In the *refrigerator.*
(location)

Variations

- This activity can be a competition between two teams. Give each team duplicate sets of the food visuals. Place duplicate signs for "Refrigerator," "Freezer," and "Cabinet" in both the front and the back of the classroom. Team A places its pictures in the back of the room under the proper signs. Team B in the front. The first team to store all of its food correctly wins.
- For upper levels, the visuals can each have a label on the back with storage instructions, e.g., "Refrigerate after opening." The students read the labels and then decide as a group where to store the items.

IDEA SUGGESTED BY:

Fred Ligon

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Store food properly

17.3

LEVEL: C, D, E

GENERAL TECHNIQUE: Picture Story

Estimated Time

1 hour

Objective

Students can identify proper storage for food.

Materials

Copies of the picture story

Directions

1. Following the general directions for *picture stories* (see General Techniques section), present the attached picture story.

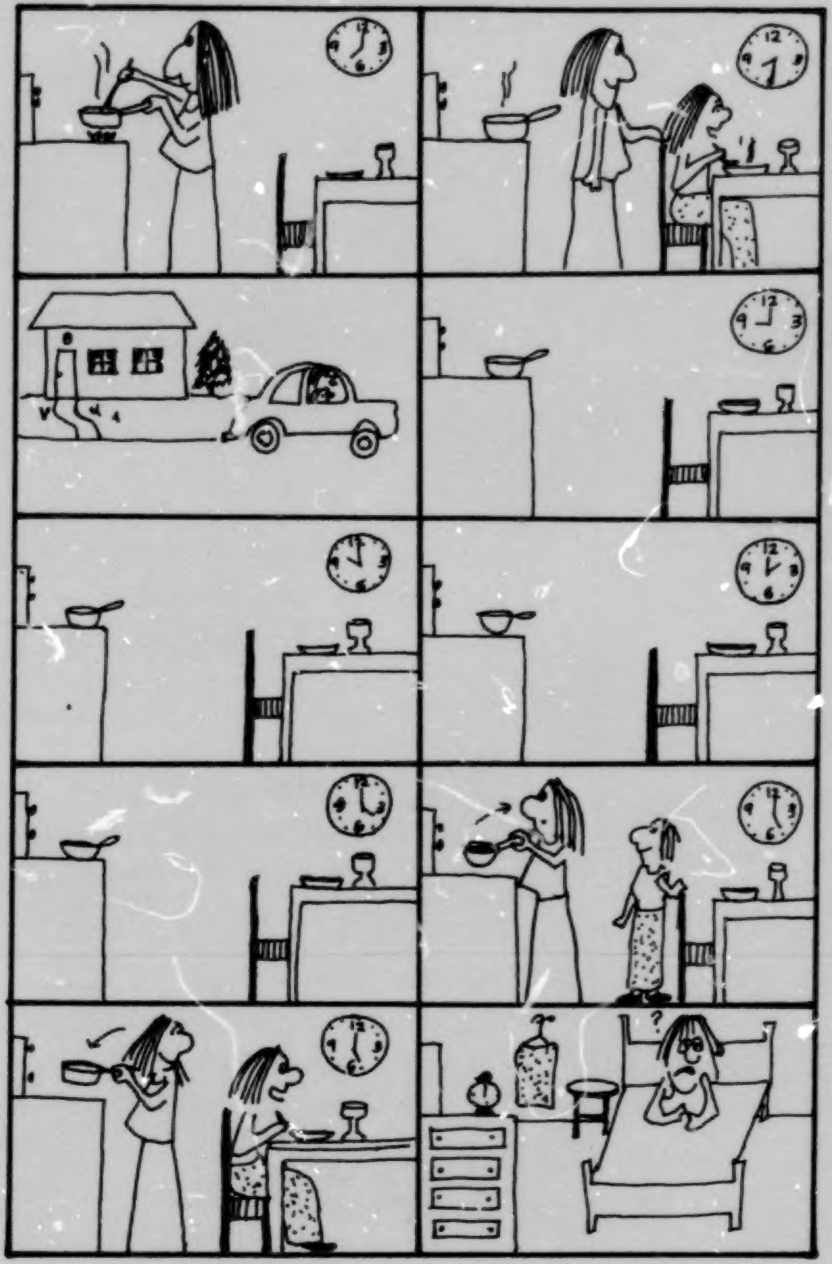
   SITUATION: The mother prepares dinner for her daughter at 8:00 in the morning. They leave the house at 8:30 and come back at 5:00. The mother serves the daughter food that was prepared at 8:00 without reheating it. *Last Frame:* The daughter wakes up at midnight with a stomachache.

   FRAME BY FRAME:

   1. The woman is cooking breakfast. It's 8:00.
   2. At 8:30 the daughter is eating.
   3. The mother and daughter leave the house.
   4. The pot is on the stove. No one is there. It is 9:00.
   5. The pot is on the stove. It's 10:00.
   6. The pot is on the stove. It's 2:00.
   7. The pot is on the stove. It's 4:00.
   8. The mother and daughter are home.
      The mother takes the pot off the stove.
   9. The daughter is eating.
      The mother puts the pot back on the stove.
   10. It's midnight. The daughter has a stomachache.

2. The following discussion questions can be used for higher level classes:

   Why does the daughter have a stomachache?
   Where did the mother and daughter go?
   What should the mother have done with the pot?
   What did you do in your home in Southeast Asia to preserve food?



Taken from **America, In Sight** *by Fred Ligon, and Herman S.K.*

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Store food properly

LEVEL : D

GENERAL TECHNIQUE: Categories

17.3

Estimated Time	15 minutes
Objective	Students can store household items properly.
Materials	None

Directions

1. Write the following on the chalkboard:

   refrigerator
   freezer
   cupboard
   drawer
   medicine cabinet
   bathroom
   bedroom

2. Call out one of the following words. The students respond by telling where it should be kept.

Teacher:	Students:
meat	refrigerator
plates	cupboard
rice	cupboard
soap	bathroom
toilet paper	bathroom
ice cubes	freezer
towel	bathroom
glass	cupboard
knife	drawer
pillow	bedroom
fork	drawer
ice cream	freezer
vegetables	refrigerator
milk	refrigerator
spoon	drawer
pan	cupboard
apples	refrigerator
sheet	bedroom

Variations	- 3 x 5 cards can be made with the names of the items. Students can work in teams to place each item under one of the seven cards signifying storage areas. - The following dialogue can be practiced: A: Where do you keep the *ice cubes*? B: In the *freezer*.

IDEA SUGGESTED BY:
ESL Staff
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Prepare food

LEVEL: C, D

GENERAL TECHNIQUE: Rejoinder Drills

17.4
(SH – 9, 14)

Estimated Time

30 minutes

Objective

Students can list ingredients for preparing common food items.

Materials

None

Directions

1. Divide the students into groups and give each group a cooking task for which they prepare a list of ingredients:

   Examples:

   Teacher: You're making soup. What do you need?
   Students: Water, chicken. . .
   Teacher: You're making juice. What do you need?
   Students: Water, lemon . . .
   Teacher: You're making a cake. What do you need?
   Students: Flour . . .
   Teacher: You're making salad. What do you need?
   Students: Lettuce. . . .

2. Depending on the level of the class, the students can write quantities as well as the names of the ingredients.

   Example:

   Teacher: You're making a cake. What do you need?
   Students: 2 cups of flour, 2 eggs, 2 cups of milk,
   6 teaspoons of sugar, etc.

3. Each group shares its recipe with the other groups.

IDEA SUGGESTED BY: ESL Staff The Consortium: The Experiment in International Living Save the Children Federation World Education Phanat Nikhom, Thailand	**COMPETENCY:** Prepare food **LEVEL:** C, D **GENERAL TECHNIQUE:** Rejoinder Drills 17.4

Estimated Time	30 minutes
Objective	Students can describe different ways to prepare food.
Materials	Pictures of food cooked in various ways
Directions	1. Introduce the following cooking terms using pictures of food cooked in various ways: boiled fried steamed barbecued baked roasted broiled 2. Say a food item and the students say how they like it cooked. Example: Teacher: chicken Student: I like fried chicken. NOTE: Some of these terms will not be familiar to the students so the teacher can suggest American cooking styles such as: Americans like roast pork. Americans like broiled fish. Americans like baked potatoes.

Health

COMPETENCY	COMPETENCY NUMBER
Explain medical problems, i.e., symptoms, illnesses, injuries	5.1
Get medical help, e.g., in an emergency, for an appointment	5.2
Follow instructions about treatment	11.1
Follow instructions during exam	11.2
Buy medicine (prescription and non-prescription)	11.3
**Buy items for personal hygiene	11.4

IDEA SUGGESTED BY:
ESL Staff
Integrated Program
Bataan, Philippines

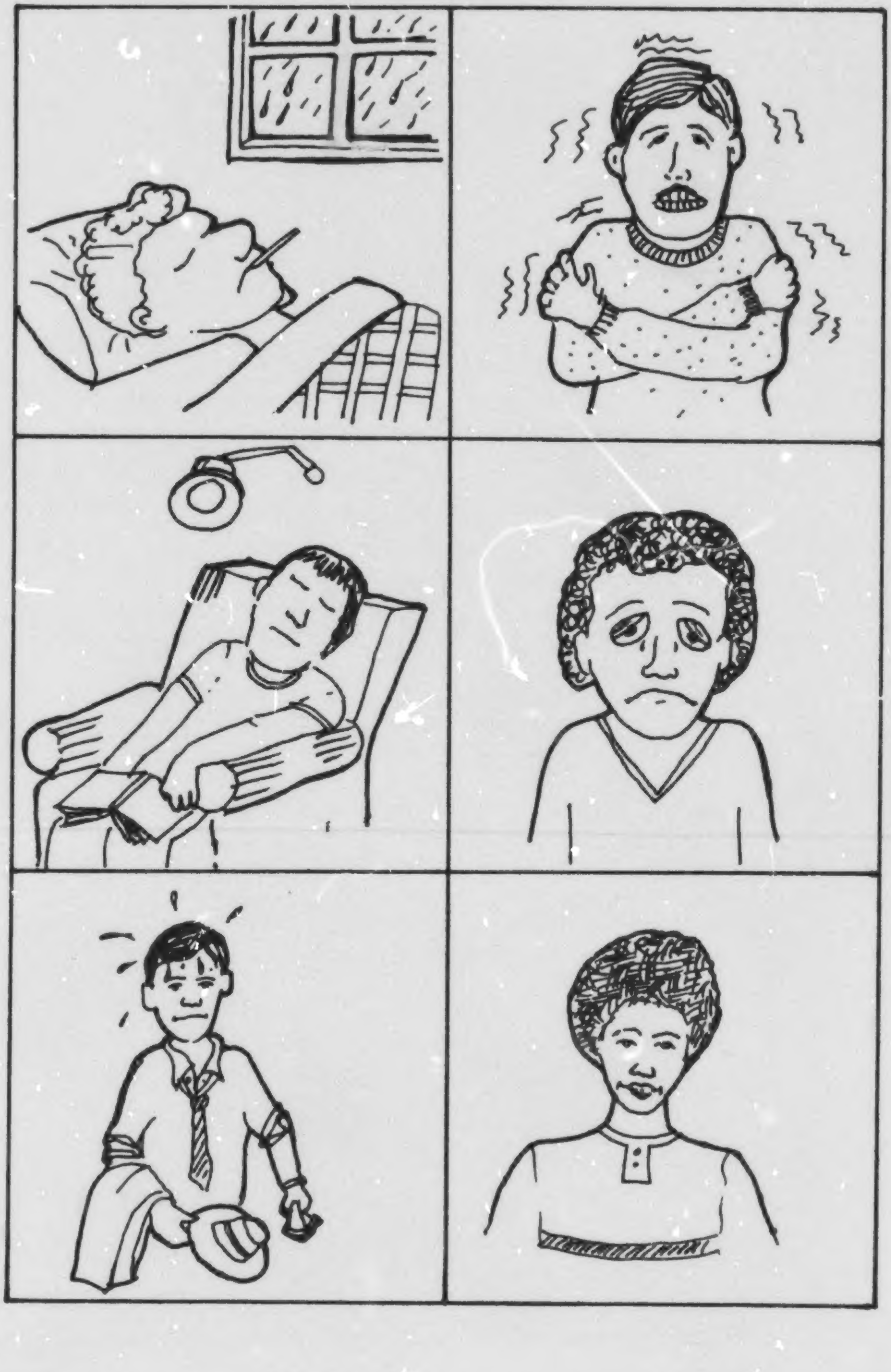
COMPETENCY: Explain medical problems, i.e., symptoms, illnesses, injuries

5.1
(HEA – 2)

LEVEL: A

GENERAL TECHNIQUE: Use of Visuals
Rejoinder Drills

Estimated Time	30 minutes
Objective	Students can describe states of being.
Materials	Pictures of people who are sick, sad, cold, hot, tired, OK. (see other side)
Directions	1. Show pictures of a sick man and a healthy man and introduce the exchange: A: How do you feel? B: I feel sick/fine. 2. Using the pictures as cues, teach the students to respond "sick" or "fine." 3 Give a student one of the pictures and have the student respond based on the picture cue. 4. Then introduce new vocabulary using pictures of people who are hot, cold, tired, and sad and repeat the above steps. 5. Put the pictures on the board in the form of a grid. Point to one of the pictures and ask students, "How do you feel?" The students respond based on the picture indicated.
Variations	• Put the six pictures on the board and play the *run and touch* game (see General Techniques: *vocabulary games).* • Number each of the pictures in the grid. Say "number 1" and the students respond "Sick." • Give one of the pictures to a student. Tell the student not to show it to her/his classmates. The student acts out the picture and the class must guess how s/he feels.



IDEA SUGGESTED BY:

Sorta Nainggolan and Benny Donald Dablas

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Explain medical problems, i.e., symptoms, illnesses injuries

LEVEL: A, B

GENERAL TECHNIQUE: Use of Visuals
Rejoinder Drills

5.1
(HEA – 1-3)

Estimated Time	30 minutes
Objective	Students can describe symptoms of illnesses.
Materials	Pictures showing different illnesses
Directions	1. Review the names of common illnesses. 2. The students sit in a circle with the teacher standing in the middle of the circle. Each student is given a picture card showing a common illness. 3. Present the following dialogue (see General Techniques): T: How are you? S: I'm sick. T: What's the matter? S: I have a __________ (the symptom on the card s/he is holding). 4. Go around the circle practicing the dialogue with all the students. The students respond based on the cards they are holding.
Variation	The students can also practice answering "Where does it hurt?" based on their picture cues (e.g., if the symptom is a headache, the student points to her/his head and says, "Here").

IDEA SUGGESTED BY:

ESL Staff:

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom Thailand

COMPETENCY: Explain medical problems, i.e., symptoms, illnesses injuries

LEVEL: A, B

GENERAL TECHNIQUE: Use of Visuals: Eliciting

5.1
(HEA – 1)

Estimated Time

30 minutes

Objective

Students can recognize names for parts of the body.

Materials

None

Directions

1. Read a description of a freaky person, e.g.:

   The man has 5 eyes.
   He has 3 legs.
   He has 4 arms.

2. The students listen to the description sentence by sentence and try to draw the person described.

3. After describing the man, ask individual students questions such as:

   How many eyes does he have?
   How many legs does he have?
   etc.

4. The students can post their pictures around the room and compare their drawings.

Variations

- Pairs of students can describe their drawings to each other.
- After the students have finished the drawings, make statements about the man. The students answer "true" or "false" based on the pictures they have drawn.

  The man has 4 eyes. (false)
  The man has 4 arms. (true)

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Galang, Indonesia

COMPETENCY: Explain medical problems, i.e., symptoms, illnesses, injuries

5.1
(HEA – 1)

LEVEL: D, E

GENERAL TECHNIQUE: Charades

Estimated Time

30 minutes — 1 hour

Objective

Students can describe medical problems in complete grammatical sentences.

Materials

Cards with one sentence on each card that describes own or others' medical problems

Sample sentences:

The woman has a backache.
My baby is sick.
She broke her leg.
She has an earache.
I feel hot.
My child has a sore throat.
You have a high fever and a cold.

Directions

1. Explain the game of *charades* to the class (see General Techniques).
2. Student 1 from Team A draws a card with a sentence that describes a medical problem.
3. Standing in front of her/his team, S1 must "explain" each word in the sentence without speaking so her/his team can guess the entire sentence.
4. To get a point for her/his team, Student 1 must explain the sentence in a set length of time (30 seconds to 1 minute, depending on class ability), and the team must guess the sentence exactly.

Sample Card:	He has a headache.
Student 1:	(holds up 4 fingers to signify 4 words in the sentence)
Class:	"4 words"
Student 1:	(holds up first finger to show that s/he will pantomime the first word. Points to a male student)
Class:	"Man," "student," "male," "he"
Student 1:	(points to person saying "he") (holds up fourth finger to show that s/he will now demonstrate the 4th word; pantomimes headache by holding her/his head)

	Class:	"headache" The class can then probably put together the sentence. If students say "have" rather than "has," Student 1 can emphasize that part of the word by drawing a large "S" in the air.

IDEA SUGGESTED BY:

All Camp Programs

COMPETENCY: Get medical help, e.g., in an emergency, for an appointment

5.2 (HEA - 4, 14)

LEVEL: A, B

GENERAL TECHNIQUE: Bingo (Literacy Games)

Estimated Time

30 minutes

Objective

Students can identify sight words to get medical help in an emergency or for an appointment.

Materials

Blank bingo cards (see grid below)

Directions

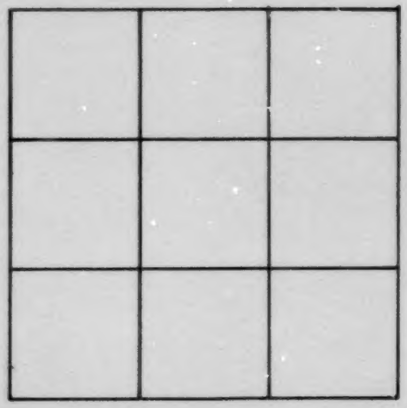
1. After the students have practiced identifying medical sight words (at the hospital or clinic or on an appointment card), give them blank bingo cards and ask them to copy one of the following words into each of the spaces on the bingo cards. (The location of the words on each student's card should be slightly different.)

EMERGENCY	2:00	(Room)	5 B
HOSPITAL	Mon.	(Room)	8 A
X-RAY	Wed.		ELEVATOR
	8:00		EXIT
			STAIRS

2. The students play *bingo* (see Literacy Games). For A-level classes, students can work in pairs.

Variation

The students can play a variety of games using the sight word grids, e.g., *run and touch* or *tic tac toe* (see General Techniques and Literacy Activities).



IDEA SUGGESTED BY:

Evelyn Mariman

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Get medical help, e.g., in an emergency, for an appointment

LEVEL: A, B

GENERAL TECHNIQUE: Slot Drills

5.2
(HEA – 8, 9, 14)

Estimated Time

20 minutes

Objective

Students can read appointment cards.

Materials

A (toy) clock
A large calendar (wall-type)
Small cards on which appointment is written
The teacher's desk should be set up as a receptionist's desk in a doctor's office.

Directions

1. Make an appointment card for each student showing:

   name, day, time, and date.

   The day and date should be abbreviated.

   Mr. Wong
   Tues.
   2 P.M.
   1/10/84

   Each card should contain the student's own name, and the dates should be different for each student.

2. Give each student an appointment card with her/his name on it.
3. Change the time on the clock and mark the specific day and date on the calendar (this is done in front of the class).
4. Each student tries to match her/his own card with the changes being made by the teacher.
5. If the student's card matches what is set up by the teacher, s/he should come forward to the teacher's desk (set up as a receptionist's desk in a doctor's office).

IDEA SUGGESTED BY:
ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Get medical help, e.g., in an emergency, for an appointment

LEVEL: A, B

GENERAL TECHNIQUE: Slot Drills

5.2
(HEA – 8)

Estimated Time

30 minutes

Objective

Students can make an appointment with the doctor.

Materials

2 telephones
A (toy) clock
A calendar

Directions

1. Bring in two telephones, a toy clock and a calendar.
2. Draw a stick figure on the board and say, "Doctor."
3. Point to the telephone and then write a phone number next to the stick figure and say, "Doctor's telephone number."
4. Each learner calls the doctor's office and sets up an appointment using the following dialogue:

Patient:	I want to make an appointment.
Receptionist:	What's your name?
Patient:	__________ . (name)
Receptionist:	Come ______ , ______ , at ______ . (day) (date) (time)
Patient:	______ ? ______ ? at ______ ? (day) (date) (time)
Receptionist:	Yes.
Patient:	Thank you.
Receptionist:	You're welcome.

5. As the receptionist gives an appointment day and time, it is written on the board beside the student's name in the following grid. The teacher or the students can do the writing.

NAME	DAY	DATE	TIME
Van	Mon.	5/4	4:00 P.M.

6. When the grid is completed, ask the students: "When is your appointment?" Each student must find her/his name and read the day, date and time.

7. For B-level students, ask S1 about S2's appointment time: "Van, when is Minh's appointment?" or "Who has an appointment on Monday at 4:00?"

Variations

- An additional column, "Place," can be added to the grid. When students call to make an appointment they can ask: "Where is the office?" Based on a picture of a cross-sectioned building with floors and rooms numbered, the students can locate the office where they are directed to go. The room number is then written in the "Place" column.
- Using their appointment cards, the students can role play going to the doctor. The teacher indicates whose turn it is to go by setting the clock and pointing to the calendar.

IDEA SUGGESTED BY:

Fred Ligon

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

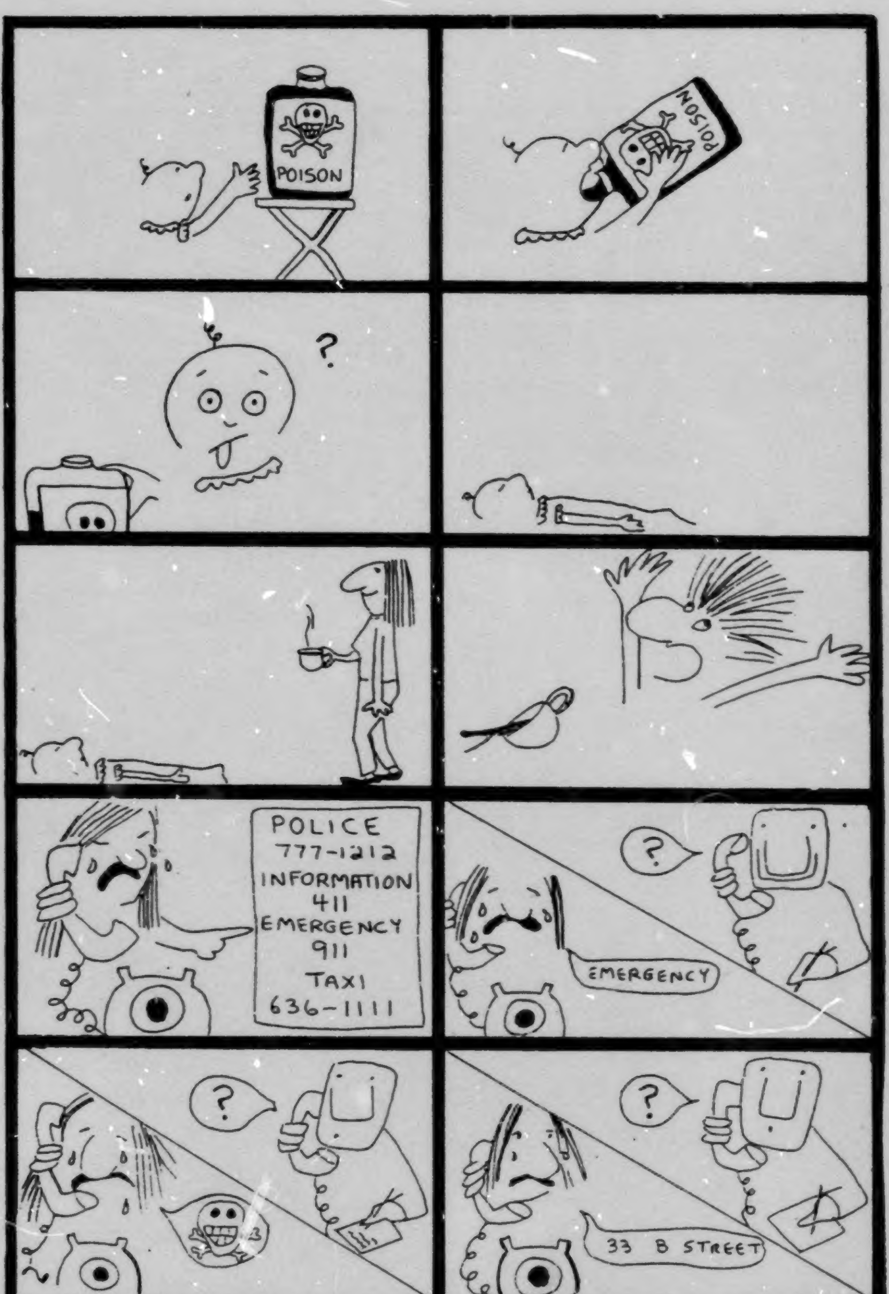
COMPETENCY: Get medical help, e.g., in an emergency, for an appointment

LEVEL: B, C

GENERAL TECHNIQUE: Picture Stories

5.2
(HEA – 4;
TE – 5)

Estimated Time	1 hour
Objective	Students can ask for medical help in an emergency.
Materials	Copies of the picture story.
Directions	1. Follow the general directions for *picture stories* (see General Techniques) using the attached picture story with the following sample language: The baby sees the poison. The baby drinks the poison. The baby is sick. (The baby doesn't know what happened.) The baby falls down. (The baby lies down.) The mother comes in the room. She is carrying a cup of coffee. The woman sees the baby. She screams (shouts, yells). She calls the emergency number . . . 911. A man answers. He asks, "Can I help you?" She says, "This is an emergency." He asks, "What happened?" She says, "My baby drank poison." He asks, "What is your address?" She says, "33 B Street."


POISON
POISON
?
POLICE 777-1212
INFORMATION 411
EMERGENCY 911
TAXI 636-1111
?
EMERGENCY
?
?
33 B STREET

Taken from **America, In Sight** *by Fred Ligon and Herman S. K.*

IDEA SUGGESTED BY

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Follow instructions about treatment

LEVEL: A, B

GENERAL TECHNIQUE: Drills
Use of Visuals: Eliciting

11.1
(HEA – 12)

Estimated Time

30 minutes — 1 hour

Objective

Students can follow instructions about treatment when the words "before" and "after" are used.

Materials

Pictures of a man about to eat and a man finished eating (see other side)
A picture of a man about to go to bed (see other side)
Medicine bottles/pills (see other side)

Directions

1. Introduce the concepts of "before" and "after" by putting on the board concepts that learners already know:

   1 2 3 4 5
   A B C D E
   MON. TUES. WED. THURS. FRI.
   JUNE JULY AUGUST

   Say:
   e.g., "2 comes before 3." (students listen and repeat)
   "3 comes after 2." (students listen and repeat)
   "1 comes ____ 2." (students fill in the blank)

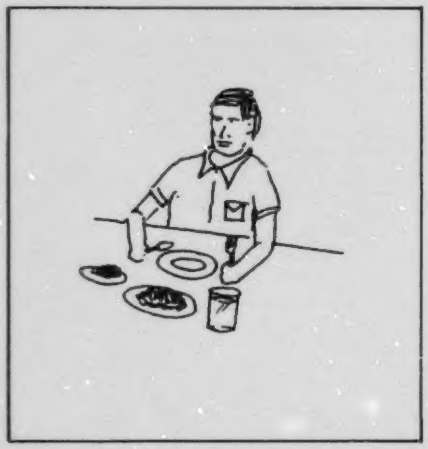
   e.g., "Tuesday comes after Monday." (students listen and repeat)
   "Wednesday comes ____ Thursday." (students fill in the blank)

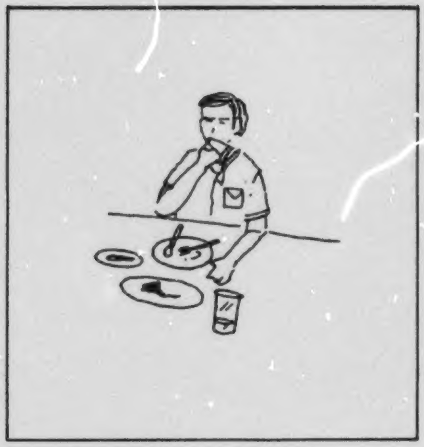
2. Reinforce "before" and "after" by having students leave and enter the room or act out a sequence of activities, e.g., "Vang comes before Chu." "Chu comes after Ly." "Vang opens his book after he sits down."

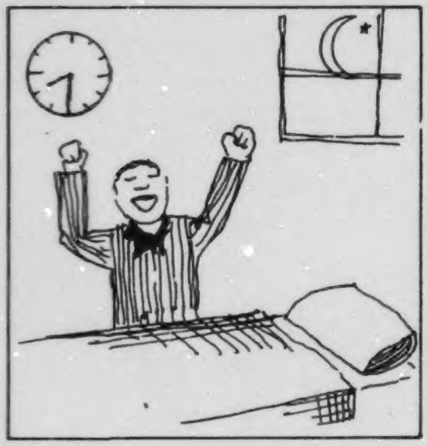
3. Show a picture of a man before eating and teach "before meals," a picture of a man after eating and teach "after meals," and a picture of a man before going to bed and teach "before bedtime."

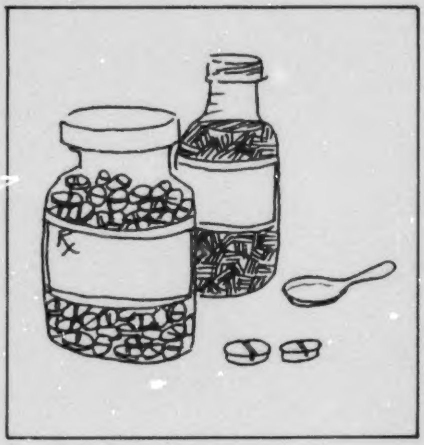
4. Show a medicine bottle and demonstrate the concept of "Take" by pretending to take the medicine. Then put together the directions: "Take the medicine before meals/after meals/before bed." by demonstrating and by showing the appropriate picture.

5. The students point to the correct picture as the teacher gives the command.








Rx

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Follow instructions about treatment

LEVEL: A, B, C

GENERAL TECHNIQUE: Use of Visuals: Eliciting

11.1
(HEA – 12)

Estimated Time

1 hour

Objective

Students can follow instructions about treatment.

Materials

Chart (see other side)
Real objects: spoons, pills

Directions

1. Introduce the following concepts using real objects or pictures to represent the concepts:

   a number of pills or capsules to cue the number
   a number of spoons to cue "(number) of teaspoons"
   a number of suns and a moon to cue "(no.) times a day"
   a full rice bowl to cue "before meals"
   an empty rice bowl to cue "after meals"
   a bed to cue "before sleeping" ("at bedtime")

2. Holding up the objects or pictures, introduce the language,
   "Take 2 pills, 3 times a day."
   "Take 1 teaspoon before meals."

3. The students practice the language based on the picture cues shown.

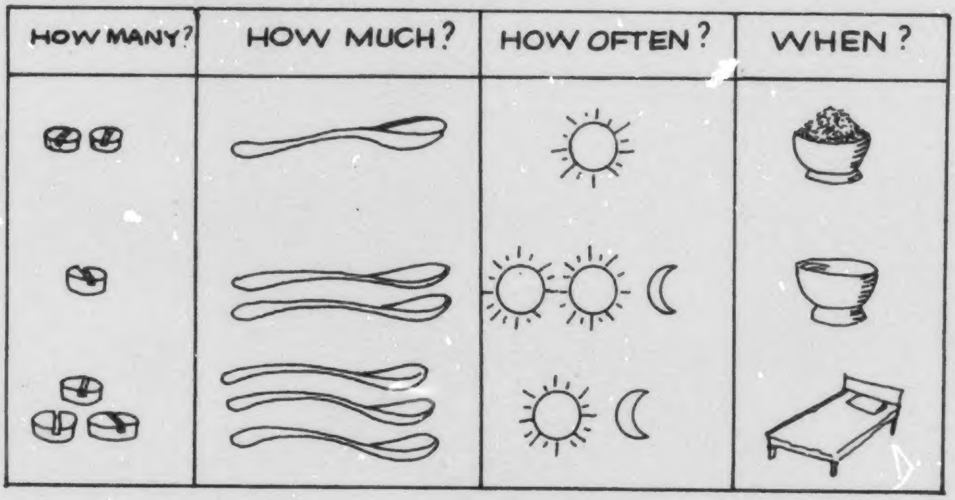
4. Post the large chart. Point to different sections of the chart and have the students respond with the appropriate dosage: e.g., "Take two capsules three times a day before meals."

5. For low level classes, say the dosage and have students point to the appropriate places on the chart, for example:

   T: Take two pills three times a day after meals.
   S1: (points to "two pills," "two suns and a moon" and "the empty rice bowl")

6. After students have practiced following the dosage instructions, introduce the question words, "How many?" "How much?" "How often?" and "When?" by pointing to the appropriate places on the chart.

7. Take the role of the doctor and have individual students be the patients. Patients ask the "Wh" questions and the doctor responds. For more advanced groups, students can take the role of the doctor.


HOW MANY?
HOW MUCH?
HOW OFTEN?
WHEN?

IDEA SUGGESTED BY;
Timothy Maciel
International Catholic Migration Commission (ICMC)
Bataan, Philippines

COMPETENCY: Follow instructions about treatment

11.1
(HEA – 11)

LEVEL: B, C

GENERAL TECHNIQUE: Drills: Repetition, Substitution, Chain
Use of Visuals: Eliciting

Estimated Time

30 minutes

Objective

Students can follow instructions about treatment.

Materials

Picture cards of different instructions for treatment
(see sample)
Doctor sign

Directions

1. Put up a sign and point to yourself saying, "Doctor."

   Dr. (teacher's name)
   Office Hours:
   M–F 10:00 – 4:00

2. Draw a stick figure on the board and say, "Patient."
3. Present the following exchange pointing to the stick figure and yourself and showing a picture cue:

   Patient: What should I do?
   Doctor: (showing 1 of the pictures) Stay in bed.

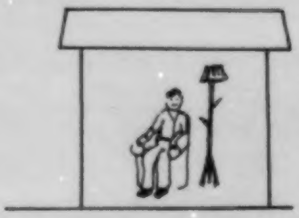
4. Using the pictures as cues, present various commands that a doctor might give a patient. (The affirmative commands should be presented before the negative ones and then practiced in random order.)
5. Low level classes practice (in a large group, small groups, individually) asking the question, "What should I do?" The doctor responds with a command and the students point to the correct picture to show that they understood the command.
6. Higher level classes can practice both the question and the response using *repetition* and *substitution drills.* The following game uses a *chain drill:*

   — The students' desks are arranged in two circles.
   — The first two students in each circle are given two cards:

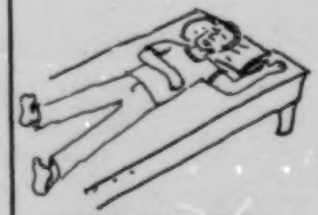
   S1: ? S2: .

- S1 asks S2: What should I do? S2 answers with any of the commands.
- S1 hands the question card to S2 and S2 hands the answer card to S3. The pattern is practiced again and the cards are passed on.
- Both circles begin at the same time and the first group to complete the circle wins.

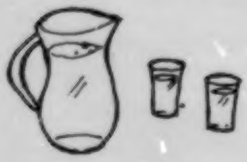
The game can be repeated several times.



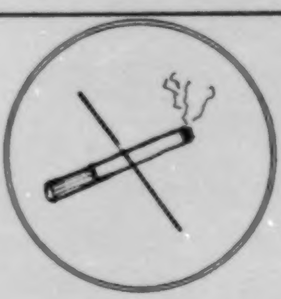
STAY HOME



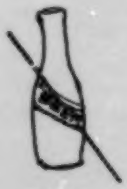
STAY IN BED



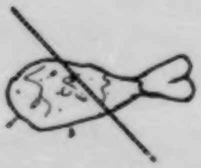
DRINK PLENTY OF WATER



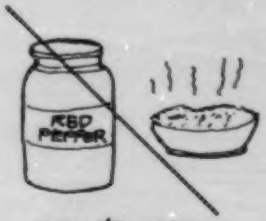
DON'T SMOKE



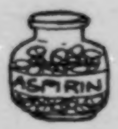
DON'T DRINK ALCOHOL



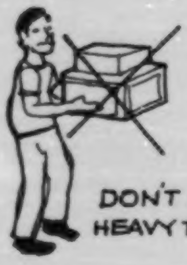
DON'T EAT GREASY FOODS



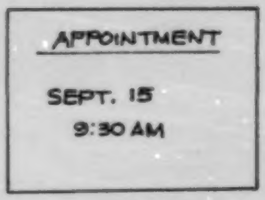
DON'T EAT SPICY FOODS



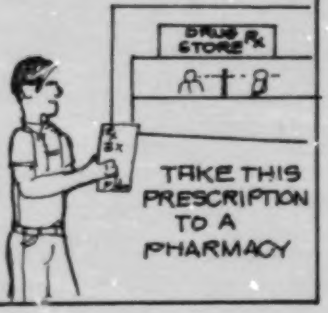
TAKE ASPIRIN



DON'T LIFT HEAVY THINGS


APPOINTMENT
SEPT. 15
9:30 AM

COME BACK IN A WEEK


DRUG STORE Rx
Rx

TAKE THIS PRESCRIPTION TO A PHARMACY

IDEA SUGGESTED BY:

Virgil D. Reyes

International Catholic Migration
Commission (ICMC)

Bataan Philippines

COMPETENCY: Follow instructions about treatment

11.1
(HEA –
12, 17)

LEVEL: B, C, D, E

GENERAL TECHNIQUE: Use of Visuals: Eliciting

Estimated Time

30 minutes

Objective

Students can follow instructions about treatment.

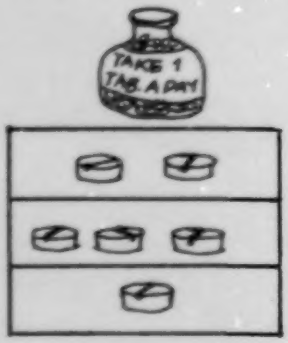
Materials

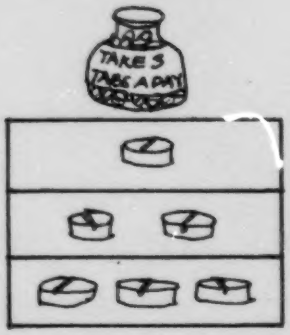
A large picture of medicine (see sample)

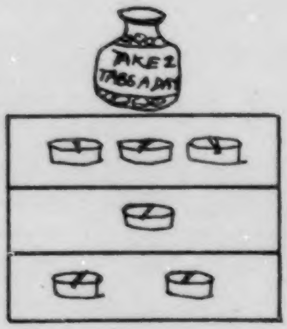
Directions

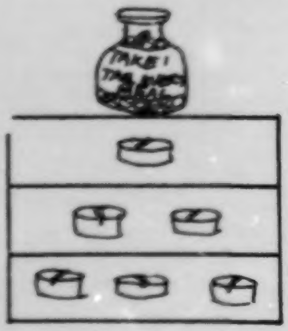
1. Put the large picture of medicine in front of the class.
2. Introduce the questions:
   "How many tablets should I take?" (pointing to the tablets)
   "How much should I take?" (pointing to the spoons)
3. Point to an appropriate visual cue and answer the question, e.g., "Take 3 tablets a day."
4. The students practice asking the question. The teacher responds with an answer based on one of the picture cues. The student who asks the question must point to the correct picture cue.

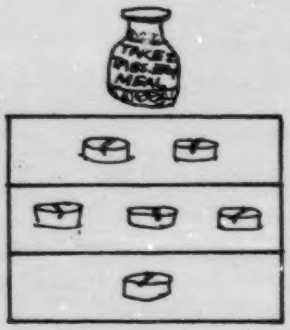
   S: How many (should I take)?
   T: Take 3 tablets a day.
   S: (points to the bottle with "3 tabs. a day" on the label and then to the three tablets)
5. Higher level classes can practice asking *and* answering the question.

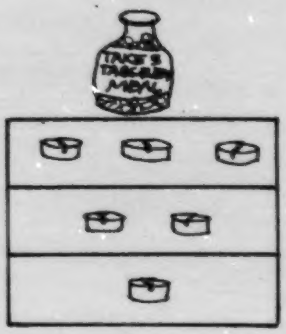

TAKE 1
TABS. A DAY

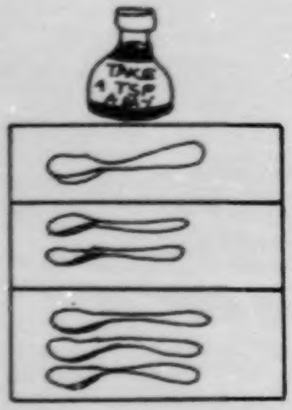

TAKE 3
TABS A DAY

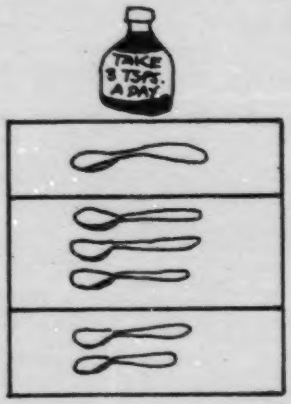

TAKE 2
TABS A DAY

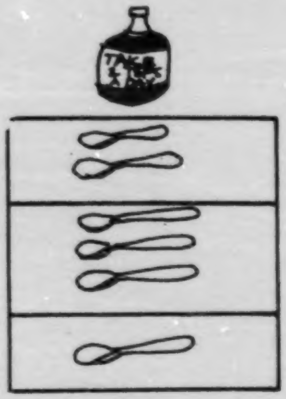

TAKE 1

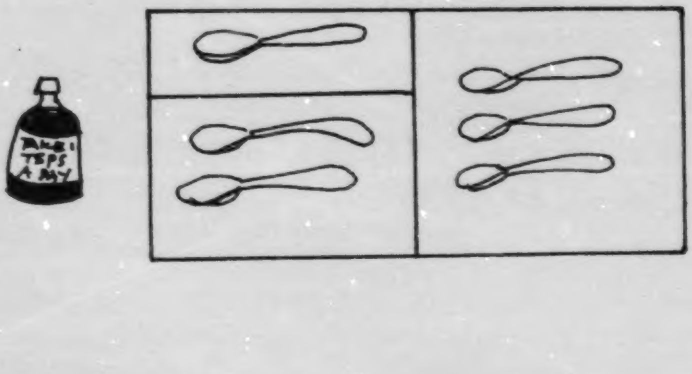

TAKE 2
TABS. PER
MEAL


TAKE 3
TABS. PER
MEAL


TAKE
4 TSP
A DAY


TAKE
3 TSPS.
A DAY


TAKE


TAKE 1
TSPS
A DAY

IDEA SUGGESTED BY:

Marjorie Sutton

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Follow instructions about treatment

LEVEL: C, D

GENERAL TECHNIQUE: Board Game

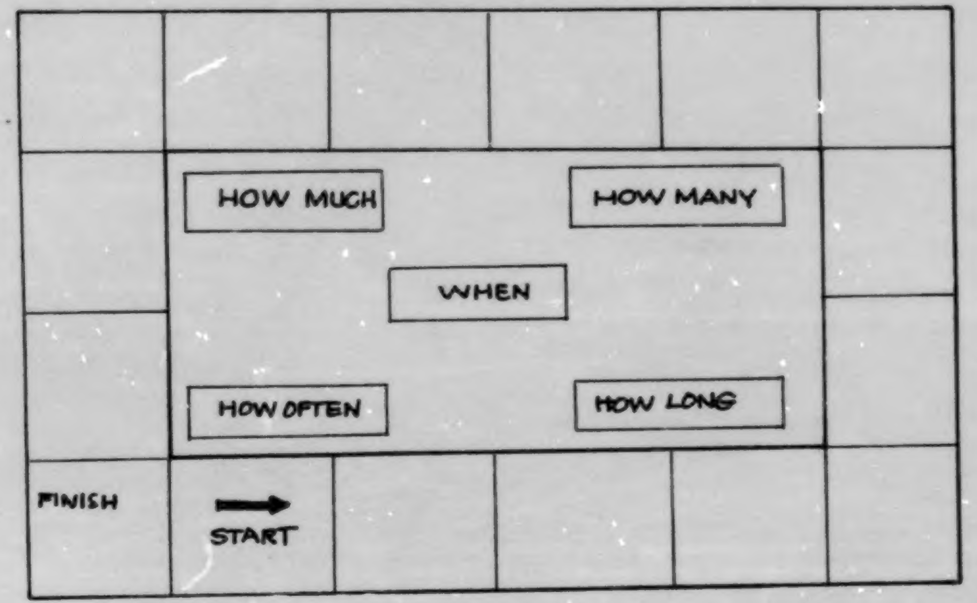
11.1 (HEA – 12, 17)

Estimated Time	1 hour
Objective	Students can follow instructions about treatment.
Materials	Game board (see sample) 25 cards (5 "How many," 5 "How much," 5 "How often," 5 "How long," and 5 "When") A spinner Poker chips (or buttons)

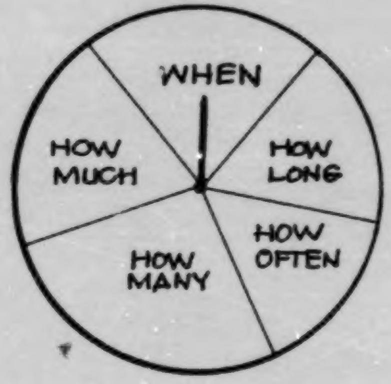
Directions

1. Divide the class into groups of 2-7 players and give each group a game board.
2. The cards are placed on the game board in the correct piles. On one side of the card is one of the "Wh" questions; on the other side of the card is an appropriate response, e.g., "Take 3 pills"; "Take 2 teaspoons"; "3 times a day"; "For one week"; "After meals."
3. Each group gets a spinner with the five questions: "How many?" "How much?" "How often?" "How long?" "When?"
4. Each player is given a marker to move from "Start" to "Finish." The marker can be a poker chip, a button, a rock, or a small piece of paper.
5. The first player spins the spinner and asks the question that the spinner points to: e.g., "How many should I take?"
6. Player 1 then picks the top card from that pile (e.g., How many?) and reads aloud the instructions on the back, e.g.,"Take 3 tablets."
7. Player 1 then moves his marker 3 spaces.
8. Each instruction except "When" includes a numerical response. If a student spins to the question "When?" s/he must move backward one space.
9. The first person to reach the finish wins.

GAME BOARD


HOW MUCH
HOW MANY
WHEN
HOW OFTEN
HOW LONG
FINISH
START

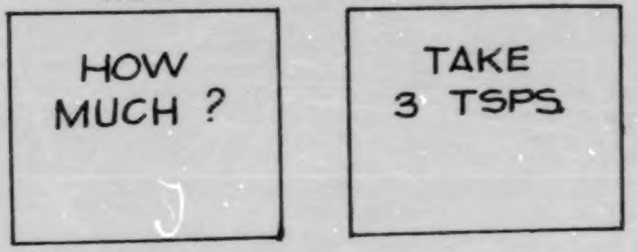
SPINNER


WHEN
HOW LONG
HOW OFTEN
HOW MANY
HOW MUCH

SAMPLE CARD

FRONT

BACK


HOW MUCH ?
TAKE 3 TSPS.

IDEA SUGGESTED BY:

Lisa C. Antonio

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Follow instructions during exam

11.2
(HEA – 5)

LEVEL: All

GENERAL TECHNIQUE: Total Physical Response

Estimated Time

30 minutes

Objective

Students can follow instructions during a medical exam.

Materials

Doctor's stethoscope (optional)

Directions

1. Take the role of the doctor (wear a stethoscope) and present the following commands one at a time. After giving each command, take off the stethoscope and become the patient (or have the classroom aide be the patient), and follow the command:

   Open your mouth
   Raise your arm/leg
   Say aaah
   Stick out your tongue
   Take off your shirt
   Breathe in/out
   Hold your breath
   Lie down
   Sit up

2. Using the *TPR* technique (see General Techniques), the students practice following the above commands (the number presented depends on the students' level).
3. The students take turns being the patient and following a command by the "doctor."

Variation

The class plays "Simon Says" (see Competency 1.7 for technique) following the commands given by the teacher.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETNCY: Follow instructions during exam

LEVEL: C, D, E

GENERAL TECHNIQUE: Chain Drill

11.2
(HEA – 5)

Estimated Time	15 minutes
Objective	Students practice following instructions during exam.
Materials	None
Directions	1. After the class has learned how to give and receive commands during a medical exam, the class is divided into two teams. 2. The first person on each team tells the second person to perform any action related to seeing a doctor (e.g., "Open your mouth." "Say Aaah." "Take off your shirt."). 3. After the second student performs the action, s/he gives a command to the third student to do something. 4. The commands continue down the line of students as fast as possible. 5. The first team to finish wins.

IDEA SUGGESTED BY:

Integrated Program Staff

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Buy medicine (prescription and non-prescription)

LEVEL: A, B

GENERAL TECHNIQUE: Dialogues

11.3
(HEA – 6)

Estimated Time

1 hour

Objective

Students can get a prescription filled.

Materials

A visual of a doctor's prescription
A toy clock
A sign "PHARMACY"
A visual showing shelves with medicines

Directions

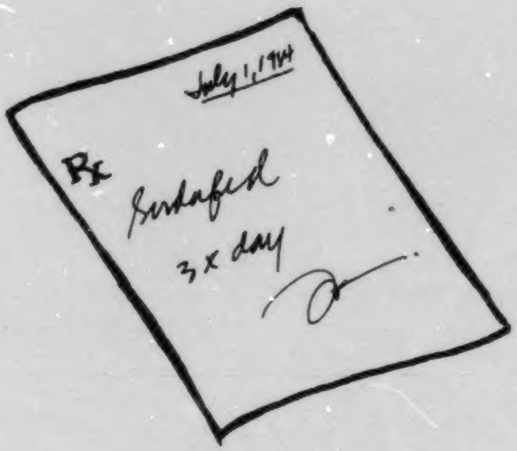
1. Have the students do a role play based on language in Competencies 11.1 and 11.2. Then show a visual for a prescription and add a final line to the dialogue:

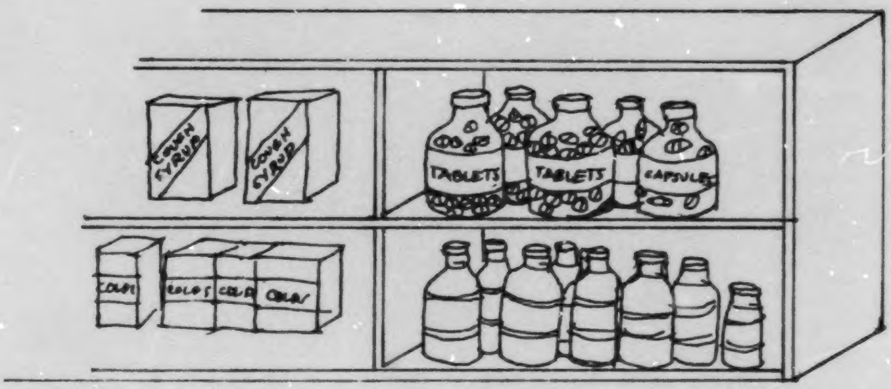
   Doctor: Here is a prescription for your medicine.
   Take it to the pharmacy.

2. Put up a sign "PHARMACY," a toy clock with movable hands and a visual showing shelves with medicine. Present the following dialogue (see General Techniques):

   Pharmacist: May I help you?
   Customer: Yes. Here is my prescription.
   Pharmacist: Please wait _________ minutes.
   (number)
   (teacher moves the hands on the clock to show that the number of minutes has passed.)
   Pharmacist: Here you are. That's ___________.
   (cost)
   Customer: (pays money)
   Pharmacist: Thank you.
   Customer: Thank you.

3. The students role play getting a prescription filled using the dialogue above.


July 1, 1974
Rx
Sudafed
3 x day


COUGH SYRUP
COUGH SYRUP
TABLETS
TABLETS
CAPSULES
COLDS
COLDS
COLDS
COLDS

IDEA SUGGESTED BY:

Bienvenida Reyes

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Health Review

LEVEL: C, D

GENERAL TECHNIQUE: Picture Story

11.1 – 3
(HEA – 5, 6, 9, 21)

Estimated Time

1 hour

Objective

Students can describe the process of going to the doctor and getting a prescription filled.

Materials

Large picture story for classroom wall (see sample)

Directions

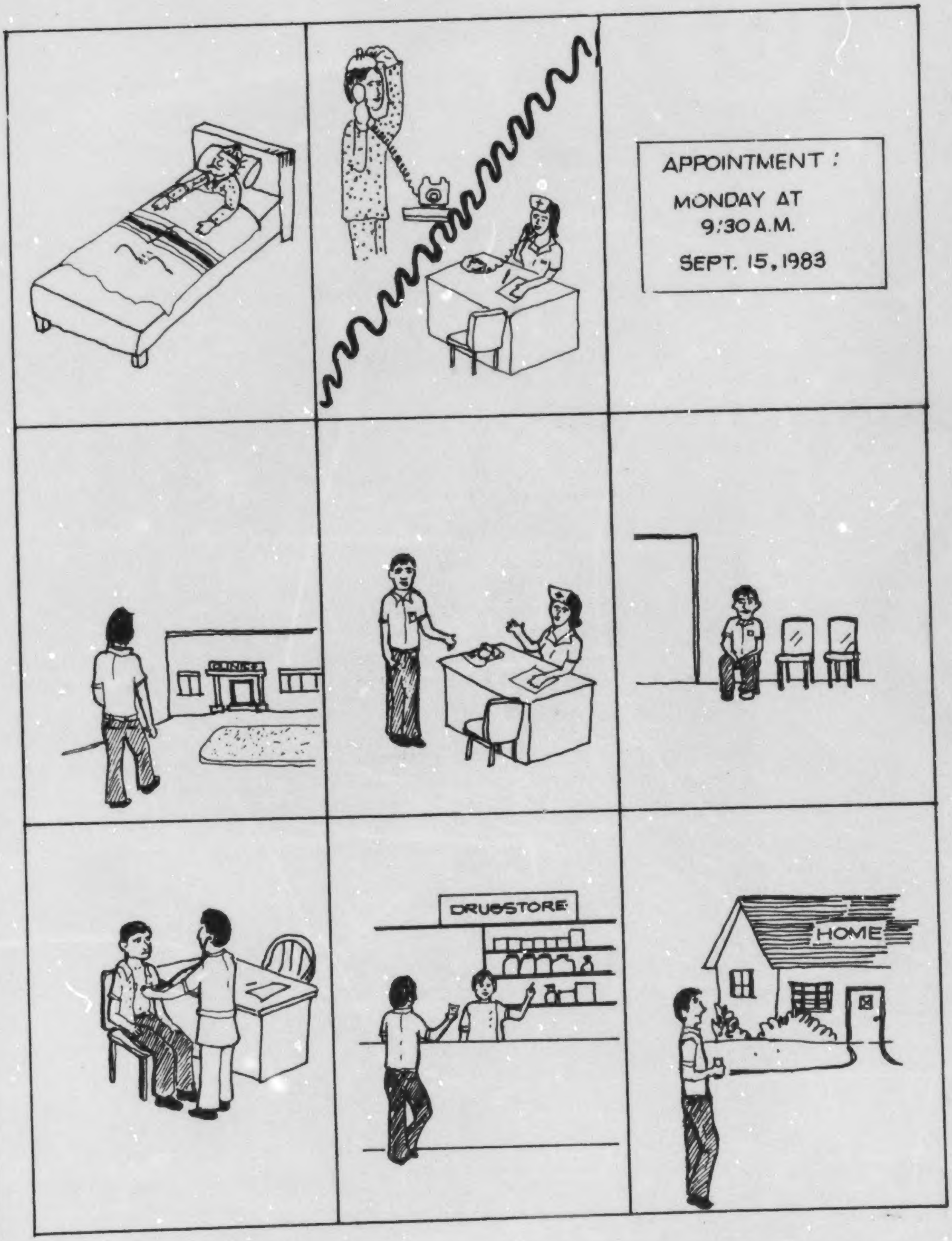
1. Place the picture story chart in front of the class.
2. Pointing to the first picture, say, "John is sick."
3. Then point to the next picture and try to get the students to produce the appropriate language. If the students have difficulty, give cues.
4. After the class has told the story frame by frame, ask questions about the pictures in random order:

   e.g.,
   What time is his appointment?
   Where does he buy his medicine?
   Where did he go after he went to the drugstore?
   Who did he talk to on the phone?

Variations

- The picture story can be cut up into separate frames. The students, in small groups, can put the pictures together in the proper order and then tell the story. (See General Techniques: *scrambled pictures*)
- The students can tell the story in the present continuous and then in the past tense.
- Pairs or groups of students can perform a dialogue or skit based on the picture story.

NOTE: This activity can also be used for Competencies 5.1 and 5.2: Explain medical problems and Get medical help.


APPOINTMENT :
MONDAY AT
9:30 A.M.
SEPT. 15, 1983
CLINIC
DRUGSTORE
HOME

IDEA SUGGESTED BY:

ESL Staff
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Buy medicine (prescription and non-prescription)

LEVEL: D, E

GENERAL TECHNIQUE: Scrambled Sentences

11.3
(HEA – 6, 12, 13, 17, 23)

Estimated Time

1 hour

Objective

Students can describe appropriate treatment for different illnesses.

Materials

Several sets of the stories below cut into strips

Directions

1. The class is divided into groups of 5-6 students each.
2. Each group gets one of the following stories, with each sentence on an individual strip of paper.

   STORY 1:

   Susan couldn't sleep well.
   She went to the drugstore to get some medicine.
   The pharmacist told her she had to get a prescription first.
   Susan went to the doctor.
   The doctor gave her a prescription.
   The druggist sold her the medicine.

   STORY 2:

   George went to see the doctor because he has heart trouble.
   The doctor gave him a prescription for some medicine.
   The pharmacist told George to take two tablets a day.
   One day George felt tired, so he took four tablets.
   He became very dizzy and felt sick.
   His wife had to take him to the hospital.

   STORY 3:

   Mr. Udom had been sick with stomach trouble for two years.
   One day, his stomach hurt so much that he went to the doctor.
   The doctor told him he had to have an operation.
   The day Mr. Udom went to the hospital, he was afraid.
   He had to stay in the hospital for ten days and his family visited him every day.
   Now he feels fine, but he has to be careful about what he eats.
   He also must take medicine for the next two months.

3. The group members work together and put the sentences into the proper order.

4. Students then read their stories in the proper sequence to the class and discuss the differences between health practices in their native countries and the U.S.

BEST COPY AVAILABLE

IDEA SUGGESTED BY:

ESL Staff
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Buy medicine (prescription and non-prescription)

LEVEL: D, E

GENERAL TECHNIQUE: Dialogues

11.3
(HEA – 6)

Estimated Time

30 minutes

Objective

Students can describe the appropriate treatment for different illnesses.

Materials

Copies of dialogues

Directions

1. Distribute copies of the following dialogues to each student:

   DIALOGUE 1

   A: Hey, Pete, do you want to go to a party tonight?
   B: I don't know. I've been sick for three days and the doctor told me to rest.
   A: Well, all of your friends are going. We'll have a lot of food, drinks, and dancing.
   B: ? ? ? ? ?

   DIALOGUE 2

   A: Hi, Martha. How do you feel?
   B: I've had a sore throat for two days.
   A: Did you go to the doctor?
   B: No.
   A: Here — take this medicine. The doctor gave it to me last year when I was sick. I think it's OK for you.
   B: ? ? ? ?

   DIALOGUE 3

   A: Is your daughter still sick?
   B: Yes. She has a fever.
   A: Did you take her to the doctor?
   B: I don't have enough money. I gave her some aspirin; she's sleeping now.
   A: ? ? ? ? ?

2. Two students take the roles of A and B and read the first dialogue to the class.

3. The dialogue is unfinished so that, in pairs or in small groups, the students write the last line of the dialogue. Since this requires a choice, the students must discuss the problem involved and what decision to make in each situation.

4. After each group has reached a decision, the class discusses the different possibilities together.

5. The class repeats the above steps with the second and third dialogues.

IDEA SUGGESTED BY:

Herman Supriady K.

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Buy medicine (prescription and non-prescription); Buy items for personal hygiene

LEVEL: All

GENERAL TECHNIQUE: Dialogue Grids

11.3-4
(HEA – 6)

Estimated Time

30 minutes – 1 hour (depending on class level)

Objective

Students can buy non-prescription medicine and personal hygiene products in a pharmacy or store.

Materials

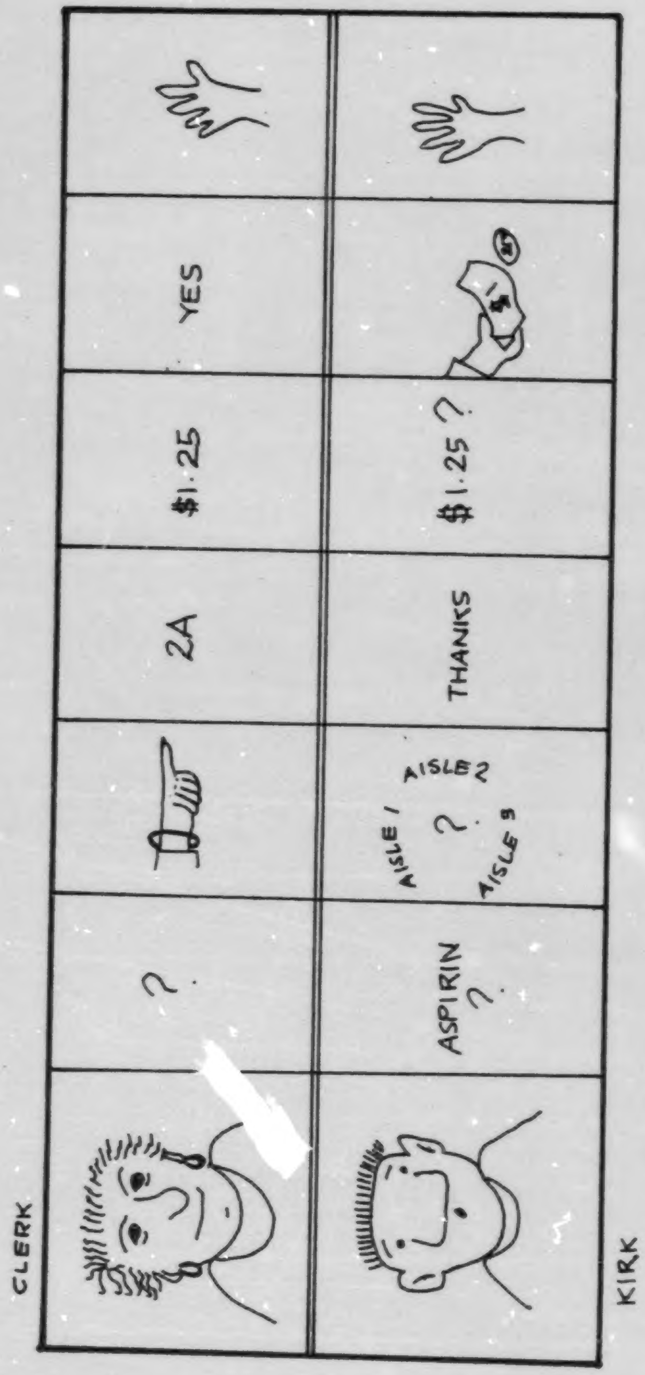
Picture grid (see sample)

Directions

1. Follow the directions for *dialogue grids* (see General Techniques) and present the following dialogue:

   A: Can I help you?
   B: Where's the aspirin?
   A: Over there.
   B: Which aisle?
   A: Aisle 2A.
   B: Thanks.
   A: That's $1.25.
   B: $1.25?
   A: Yes.
   B: Here.
   A: Thanks.
   B: Bye.

2. To give students practice in asking and paying for other items in a pharmacy, make additional panels – (different names of items found in the drugstore and different prices) and substitute them for the panels "aspirin" and "$1.25" in the picture grid.


CLERK
KIRK
?
ASPIRIN ?
AISLE 1
AISLE 2
AISLE 3
?
2A
THANKS
$1.25
$1.25 ?
YES
$

Taken from **America, In Sight** *by Fred Ligon and Herman S.K.*

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Buy items for personal hygiene

11.4

LEVEL: C, D, E

GENERAL TECHNIQUE: Vocabulary Games: Bag It, Seat Scramble

Estimated Time	30 minutes
Objective	Students can identify personal hygiene items.
Materials	Real personal hygiene items/products
Directions	1. Bring to class lots of items which can be bought in a drugstore for personal hygiene (soap, toothpaste, deodorant, powder, make-up items, over-the-counter medicine, shampoo, etc.). 2. After teaching the names of the items, ask individual students to come to the front of the class. Blindfold these students or ask them to close their eyes. Put an item in the hands of each student and ask her/him to guess the name of the item. 3. Have students then sit in a circle with one student standing in the middle. Assign an item name to each student: e.g., two students are "shampoo," two are "soap," two are "lipstick." Call out an item. The two students who have the name of the item called, try to switch places and the one in the middle tries to sit down.

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

COMPETENCY: Buy items for personal hygiene

11.4

LEVEL: D, E

GENERAL TECHNIQUE: Groupings

Estimated Time

30 minutes

Objective

Students can identify and describe the uses of various personal hygiene products.

Materials

3 x 5 cards with items in the categories: Head, Mouth, Face, Hands, Body

Directions

1. Bring different products for personal hygiene to class (soap, deodorant, shampoo, toothpaste, etc.).
2. Show the products to the students and ask them to tell what each is and what it is used for. If the students do not know a product, they can look at the label and then try to guess the use.
3. After students have learned the names of common products, divide the class into two teams and play the *groupings game* (see General Techniques). A student from Team A comes to the front of the room and takes one of the 3 x 5 cards. S/he must describe the 3 items on the card to her/his classmates in a limited amount of time (from 30 seconds to 1 minute). The team gets 1 point for each item they guess.
4. After Student 1 from Team A has finished, Student 1 from Team B explains her/his items to her/his team. The game continues until several students have had a chance to practice.

HEAD
shampoo
creme rinse
hair spray

HANDS
lotion
fingernail polish
nail file

FACE
lipstick
mascara
eye shadow

MOUTH
toothbrush
toothpaste
mouthwash

BODY
soap
deodorant
powder

Variation

To make the game easier, give each student only one item in each category to explain to the class.

Housing

COMPETENCY	COMPETENCY NUMBER
Describe housing needs, e.g., types of rooms, furniture, major appliances	3.1
Locate facilities within housing, e.g., laundry, fire escape, garbage chute	3.2
Get information about costs, e.g., rent, utilities	14.1
Secure household repairs	14.2
Report emergencies, e.g., fire, burglary	14.3
** Locate appropriate housing	14.4

IDEA SUGGESTED BY:

Teresita Sohomeso

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Describe housing needs, e.g., types of rooms, furniture, major appliances

3.1
(H–1)

LEVEL: A, B

GENERAL TECHNIQUE: Matching

Estimated Time

30 minutes

Objective

Students can name common furniture and appliances.

Materials

Sets of 24 cards with pictures of 6 different kinds of furniture and appliances. Each set should have four of each item. There should be enough sets for students to be divided into groups of three. (See sample set on other side)

Directions

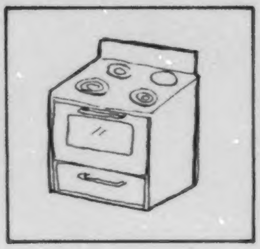
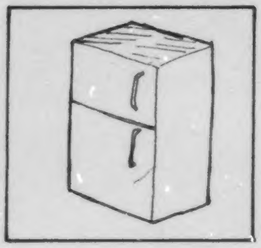
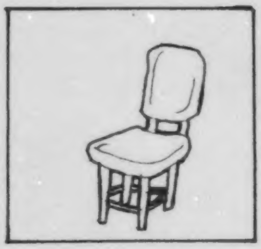
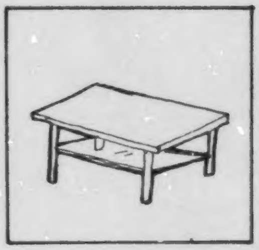
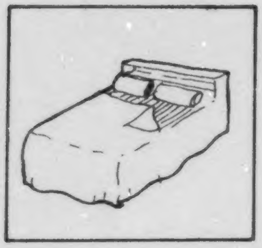
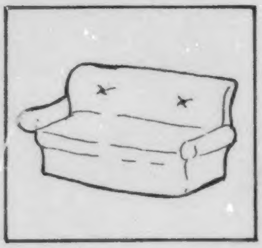
1. The class is divided into groups of 3 students. Each group gets one set of 24 cards. Each student is dealt 5 cards. The remaining cards are placed face down in the middle of the table. The top card in the deck is turned face up.
2. The first player looks at the face-up card and tries to match it with a card in her/his hand. If the player has a match, s/he shows the matched pair to the other players and says the name of the furniture or appliance. Then the player discards one card from her/his hand, placing it face up on the table.
3. If the first player does not have a match, s/he must draw a card from the pile. If that card matches one in the player's hand, s/he shows the match, says the name of the furniture or appliance and discards one card from her/his hand. If it does not match, s/he discards one card.
4. The game continues with each student either picking up the top face-up card to make a match, saying the name and then discarding one card, or drawing a card from the stack and then discarding a card from her/his hand.
5. The first student to match all her/his cards is the winner.

Variations

- Wild cards with a picture of a house can be added to each deck. These wild cards will match any card.
- More advanced students can match the written name of the furniture or appliance with the picture of the item.
- Students can play a *concentration* game (See General Techniques) using the sets of cards.

- Students can play “Go Fish” with the decks of cards: S1 says to S2, “I need a *chair.*” If S2 has a *chair*, s/he must give it to S1. If not, S1 must “Go Fish” (i.e., draw a card from the top of the deck). This continues until one student has matched all of her/his cards.

SAMPLE CARDS

IDEA SUGGESTED BY:

Lois Purdham

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Describe housing needs, e.g., types of rooms, furniture, major appliances

LEVEL: A, B, C

GENERAL TECHNIQUE: Use of Visuals
Rejoinder Drills
Communication Games

3.1
(H–1)

Estimated Time

1 hour

Objective

Students can describe housing needs.

Materials

Student worksheets (see sample)
Small pictures cut from worksheet and placed in envelopes for "salesperson"

Directions

1. Each student receives a worksheet. The worksheet is divided into three sections: Housing, Furniture, Appliances.
2. Review housing vocabulary with the class by going through the worksheet section by section and calling out the names of the items. The students must point to the correct items as they are named.
3. Using the worksheet, model the following exchange:

   A: What kind of housing do you need?
   B: I need a(n) *apartment.*
   (housing)

   The students practice the dialogue, substituting the type of housing they think they or their families will need in the U.S.
4. Continue modeling the dialogue substituting "furniture" and "appliances" in the dialogue above, e.g.:

   A: What furniture do you need?
   B: I need a *chair.*
   (furniture)
5. Students break into pairs and ask each other, "What (kind of housing/furniture/appliances) do you need?" As the students answer the questions, they circle the following on their worksheets:
   - the kind of housing
   - 3 items of furniture
   - 3 appliances
6. Divide the class in half: Half of the class are American salespersons and the other half are refugees looking for housing, furniture and appliances.

7. Each salesperson gets an envelope with pictures of the types of housing, furniture and appliances that are on the worksheets. These should be cut from the worksheets. There should be multiple pictures of each item in each envelope.

8. The salespersons move around the room asking the individual refugees:

   - What kind of housing do you need?
   - What furniture do you need?
   - What appliances do you need?

9. Without showing the salesperson the worksheet, the student responds with the items already circled on her/his sheet. The salesperson then gives each student the items s/he requested from her/his envelope.

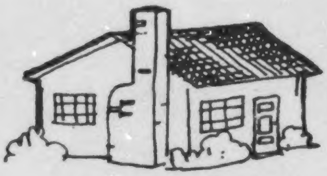
10. After a few minutes, the teacher stops the role play and sees how many salespersons have "sold" all of their items.

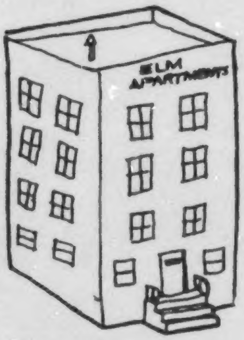
11. Students and salespersons can change roles and repeat the exercise. For lower levels, however, only the better students should take the salesperson role.

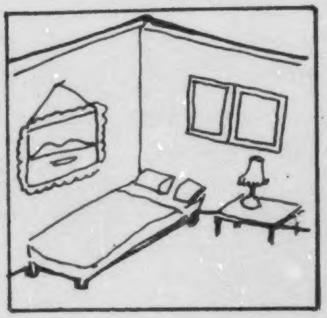
Variation

To practice negative responses, the teacher can ask, "Do you need a *bed?* " The student can answer, "No, but I need a *chair*."

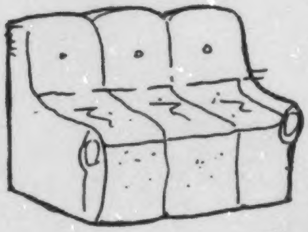
HOUSING

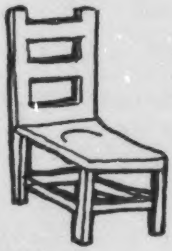


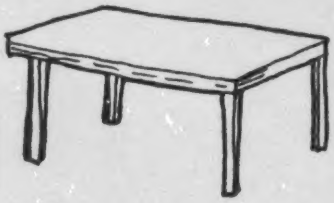

ELM APARTMENTS

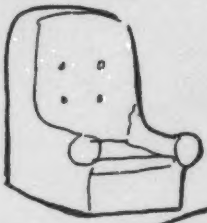


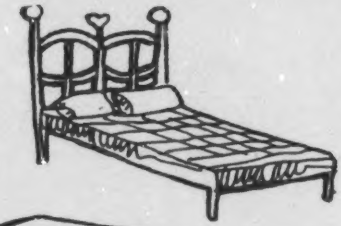
FURNITURE

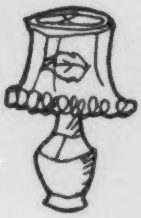


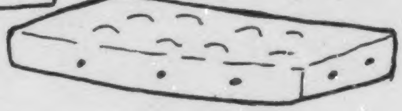




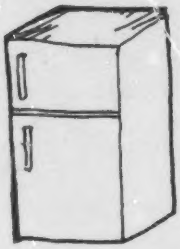


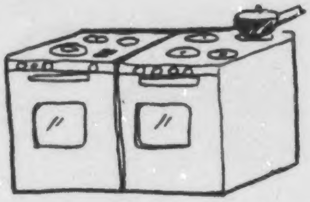


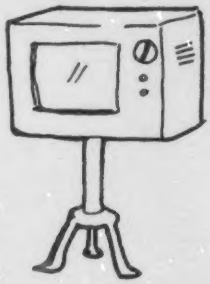


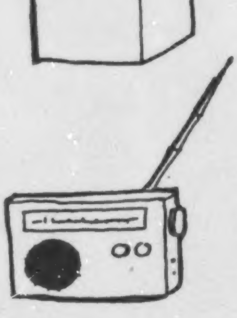


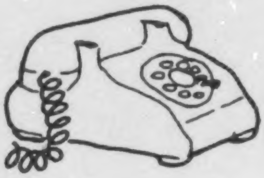
APPLIANCES

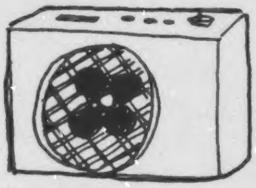












IDEA SUGGESTED BY:

Integrated Program Staff (ICMC)
Bataan, Philippines

ESL Staff, The Consortium
Phanat Nikhom, Thailand

COMPETENCY: Describe housing needs, e.g., types of rooms, furniture, major appliances

3.1
(H–1)

LEVEL: A, B, C

GENERAL TECHNIQUE: Substitution, Repetition Drills
Oral Dialogues

Estimated Time

1-3 hours (depending on level)

Objective

Students can compare housing in own country with housing in the U.S. and describe own housing needs.

Materials

Large sheets of paper and markers
Visuals of American housing: 1) types of housing (house, apartment, studio); 2) rooms (bedroom, kitchen, etc.); 3) furniture; 4) appliances (these can be cut from magazines)

Directions

1. Ask students to work in groups and draw pictures of their homes in their own countries including rooms, common furniture and appliances.

2. Post the students' pictures in the front of the room. Use drills (see General Techniques) to teach the names of the types of housing (e.g., house, apartment, room).

3. Look at the students' pictures and pick out rooms, furniture and appliances that can be seen in all the groups' drawings. Using drills, teach the names of the rooms and common furniture and appliances based on the students' pictures.

4. Put up pictures of types of housing in America and ask students to name each type of housing.

5. Put up pictures of rooms, furniture and appliances found in an American home. The students name the items familiar from their own homes and the teacher teaches the names of any new items.

6. Ask the students to draw pictures of the types of housing they think they will need in America and pictures of rooms with furniture and appliances they will probably need.

7. Present the following dialogues: (see General Techniques)

   A: What kind of housing do you need?
   B: I need a *(house).*
   (type of housing)

A: How many rooms do you need?
B: I need *(3)* rooms.
(number)

A: What furniture do you need?
B: I need *a bed, a table and a chair.*
(furniture)

A: What appliances do you need?
B: I need *a stove, a refrigerator and a TV.*
(appliances)

Variations

- For very low level classes, limit the amount of new material presented in each lesson segment:
  - In the first lesson, students can draw only the outside of their homes in their own countries and then compare them with houses, apartments and rooms in the U.S.
  - In the second lesson, students can draw a floor plan of rooms in homes in their countries and compare them with the different rooms in American houses.
  - In the third lesson, the students can draw the furniture they had in each room in their countries and compare it with common American furniture.
  - In the fourth lesson, the students can draw the appliances in their previous homes and compare them to American appliances.
- For higher level students, both sides of the dialogue presented above can be practiced by students in pairs, using their pictures as a point of departure.
- Put up visuals of empty rooms and give students small visuals of furniture and appliances to place in the appropriate rooms as they answer the questions, "What furniture/appliances do you need?"

IDEA SUGGESTED BY:

Herminia Arroyo

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Describe housing needs, e.g., types of rooms, furniture, major appliances

LEVEL: D, E

GENERAL TECHNIQUE: Categories

3.1
(H–1)

Estimated Time

20 minutes

Objective

Students can describe housing needs.

Materials

Chalkboard grid

Directions

1. Draw the following grid on the chalkboard:

PLACE	FURNITURE	APPLIANCES
a room a house an apartment a studio a mobile home	a sofa a coffee table a bed a table a chair a cabinet	a stove a refrigerator a washing machine a TV an electric fan a dryer

2. Choose one student to be "It." That student walks around the room and stops in front of another student. "It" says, "Place," "Furniture" or "Appliance" and counts "one, two, three."
3. Before the count of three, the second student must choose one item from the category stated by Student 1 and say, "I need a(n)______."
4. If Student 2 cannot respond in time, s/he becomes "It" and repeats the above steps with another student.

IDEA SUGGESTED BY:

Carol Richardson
The Consortium:
The Experiment in International Living
Save the Children Federation
Galang, Indonesia

COMPETENCY: Locate facilities within housing

LEVEL: A, B

GENERAL TECHNIQUE: Games

3.2
(H–4)

Estimated Time

20 minutes

Objective

Students can recognize common sight words to locate facilities within housing.

Materials

Grid — on large paper

1 FIRE ESCAPE	3 EXIT	5 ELEVATOR
2 LAUNDRY	4 ENTRANCE	6 STAIRS

Play money
One die

Directions

1. Divide the class into groups of 5 students.
2. Each group gets one grid as shown above and all students get an equal amount of play money.
3. Each student chooses one of the numbered boxes and puts a part or all of her/his money on the box. Only one student to each box.
4. One member of the group rolls the die. The student whose money is on the number rolled must read the sight word on that box.
5. If the student is correct, s/he gets all the money on the board. If not, the money s/he put on the box is divided among the other students.
6. The game continues until one student has won all the money from the other students.

Variation	The students can play *tic tac toe* or *bingo* (see General Techniques) using an expanded grid. NOTE: This game can be used with any competency to practice sight words. It is also good for pronunciation practice as lists of 3-4 words can be put in each box and a student must pronounce them all correctly to get the money.

IDEA SUGGESTED BY:

ESL Staff
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Locate facilities within housing

LEVEL: A, B

GENERAL TECHNIQUE: Rejoinder Drills

3.2
(H–4;
D–1, 5)

Estimated Time

30 minutes

Objective

Students can locate facilities within housing.

Materials

Pictures of rooms and facilities in an apartment/house or cards with the names of the rooms or facilities on them

Directions

1. Put pictures (or words) of different rooms and facilities in a house or apartment in different places in the classroom (e.g., bedroom, living room, kitchen, bathroom, laundry, fire escape, garbage chute).
2. Review/introduce the names for these rooms and facilities.
3. Ask, "Where is the *(bedroom)?*" The students point to the picture or word called and say, "Here," "There," "Over there." Facilities such as "fire escape" can be placed outside the classroom and students can practice "Outside."
4. Students take turns asking each other for the location of different rooms and facilities.

Variations

- The pictures/words can be posted together in the front of the classroom and students can play the *run and touch* game when the questions are asked (see General Techniques: *vocabulary games).*
- The students can give each other directions to locate the rooms/facilities (e.g., Turn right. Turn left. Go straight).
- To practice prepositions, the teacher can draw items inside rooms and students can practice such phrases as: The *stove* is *in* the *kitchen*.

IDEA SUGGESTED BY:

ESL Staff, The Consortium
Galang, Indonesia

ESL Staff, The Consortium
Phanat Nikhom, Thailand

COMPETENCY: Locate facilities within housing

LEVEL: B, C

GENERAL TECHNIQUE: Dyad Game

3.2
(H–4;
D–8, 10)

Estimated Time

30 minutes

Objective

Students can locate facilities within housing using prepositions.

Materials

Student worksheets A and B (see sample).

Directions

1. Divide the class into pairs and give half of the students Worksheet A and the other half Worksheet B. Worksheet A is the completed apartment building grid; Worksheet B is an empty apartment building grid with the names of places to be found written on the side.
2. Students sit back to back so that Student B cannot see Student A's worksheet.
3. Student B uses the list on Worksheet B and asks questions of Student A to locate the facilities:

   B: Where is the *laundry?*
   A: It's in the *basement.*

   B: Where is the *fire escape?*
   A: It's *outside* on the *left.*

   B: Where is apartment *3A?*
   A: It's on the *3rd* floor on the *left.*

4. When Student B labels all the facilities on Worksheet B, the students then compare their grids.

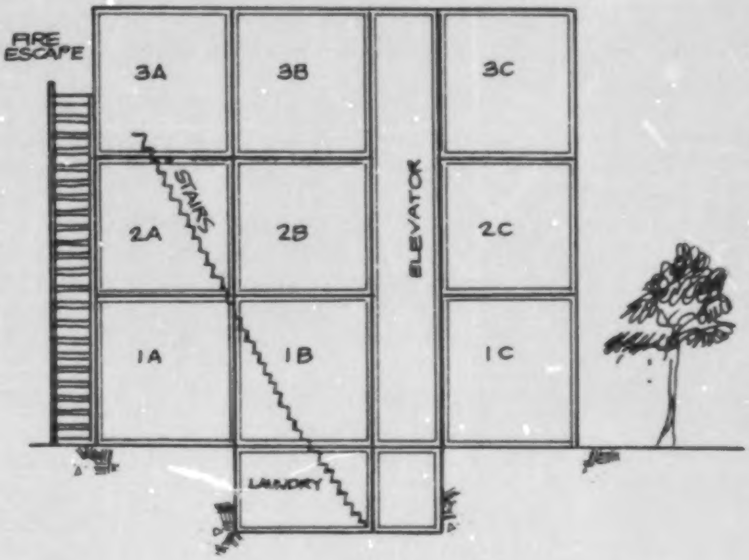
Variations

- For higher levels:
  - Student A has a grid of a room in the house with furniture. Student B has an empty room. The students sit back to back and Student A describes his room to Student B. Student B must draw in the furniture as its location is described. Example: The sofa is between the windows. The chair is next to the sofa against the longest wall.
  - This activity can also be done using doll house furniture. The students can give each other directions for placing the pieces of furniture on a house floor plan:

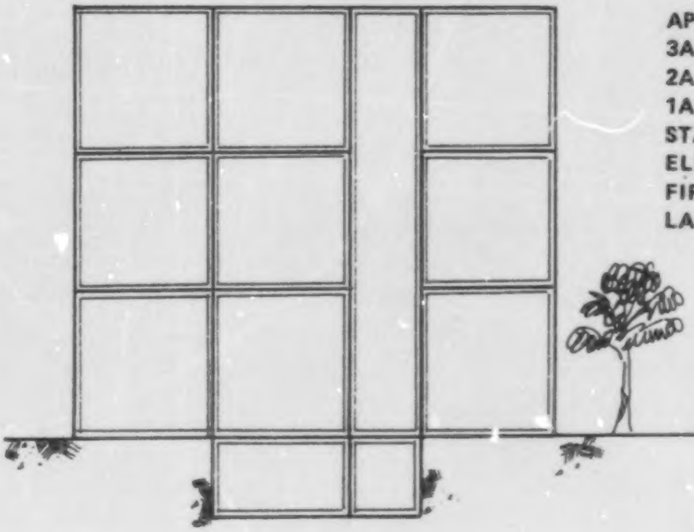
    Put the *bed* next to the *dresser.*

- Students can use a house/room grid to practice following directions. The class is divided into groups. Each group has a large sheet of paper and a marker. The teacher reads a description of a house or a room in the house to everyone. S/he then repeats it, sentence by sentence, as each group draws the house/room according to the description.

WORKSHEET A


FIRE ESCAPE
3A
3B
3C
STAIRS
2A
2B
ELEVATOR
2C
1A
1B
1C
LAUNDRY

WORKSHEET B



APARTMENTS
3A 3B 3C
2A 2B 2C
1A 1B 1C
STAIRS
ELEVATOR
FIRE ESCAPE
LAUNDRY

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Get information about costs, e.g., rent, utilities, etc.

LEVEL: All

GENERAL TECHNIQUE: Communication Games

14.1
(H–1, 2)

Estimated Time

30 minutes — 1 hour (depending on the class level)

Objective

Students can get information about housing including type of housing, size, cost.

Materials

A set of 24 paired cards. Each card has a picture of one type of housing and tells the number of rooms and price per month. For each set one card is marked "Tenant" and the other is marked "Landlord/lady" (see sample).

Directions

Follow the directions for *communication games* (see General Techniques).

1. Choose enough pairs of cards so that each student has 1 card. Half of the class are "landlords/ladies"; the other half are "tenants."
2. The landlords/ladies sit in a row on one side of the room. The tenants go from one landlord to another asking and answering the following questions:

Landlord/lady:	What kind of housing do you need/want?
Tenant:	I want/need a house/apartment.
Landlord/lady:	How many rooms do you want/need?
Tenant:	3 rooms. How much is the rent?
Landlord/lady:	*$250* per month. (amount)

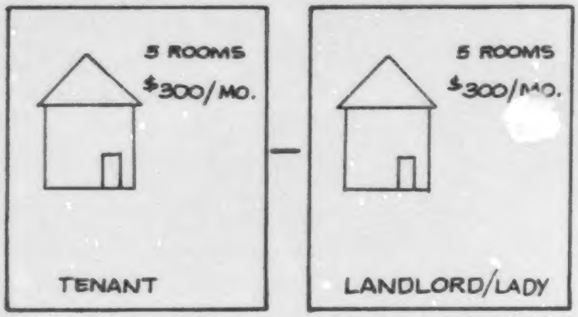
3. If the landlord/lady does not have appropriate housing, s/he says, "I'm sorry, I don't have that." The tenant then moves to another landlord/lady until s/he finds the housing that matches her/his card.

NOTE: For low level classes, only the better students should take the role of landlord/lady.

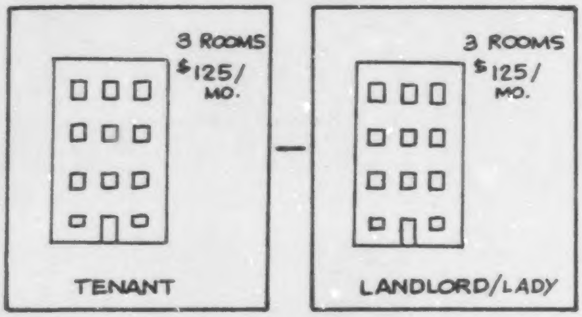
PAIRS	TYPE OF HOUSING	NO. OF ROOMS	RENT
01	House	5	$ 300.00
02	House	5	$ 350.00
03	House	5	$ 425.00
04	House	6	$ 400.00
05	House	6	$ 425.00
06	House	6	$ 450.00
07	House	4	$ 275.00
08	House	4	$ 300.00
09	House	4	$ 325.00
10	House	3	$ 200.00
11	House	3	$ 250.00
12	House	3	$ 275.00
13	Apartment	3	$ 125.00
14	Apartment	3	$ 150.00
15	Apartment	3	$ 175.00
16	Apartment	4	$ 175.00
17	Apartment	4	$ 215.00
18	Apartment	4	$ 245.00
19	Apartment	5	$ 235.00
20	Apartment	5	$ 245.00
21	Apartment	5	$ 360.00
22	Apartment	6	$ 310.00
23	Apartment	6	$ 370.00
24	Apartment	6	$ 395.00

SAMPLE PAIRED CARDS:

SET 1


5 ROOMS
$300/MO.
TENANT
5 ROOMS
$300/MO.
LANDLORD/LADY

SET 13


3 ROOMS
$125/MO.
TENANT
3 ROOMS
$125/MO.
LANDLORD/LADY

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Get information about costs, e.g., rent, utilities, etc.

14.1
(H–2)

LEVEL: A, B

GENERAL TECHNIQUE: Role Play

Estimated Time	30 minutes
Objective	Students can pay the required rent each month and realize the consequences of not paying the rent.
Materials	House signs (House 1, House 2, House 3) Play money

Directions

1. Draw three houses on the board and label them:

   "House 1: $300/mo."; "House 2: $250/mo."; "House 3: $350/mo."
2. Place a sign "House 1" in front of Student 1; "House 2" in front of Student 2; "House 3" in front of Student 3.
3. Student 1 is given enough money for 4 months rent ($1200);
   Student 2 is given enough money for 4 months rent ($1000);
   Student 3 is given enough money for 2 months rent ($ 700);
   Student 4 is given $700 but no house.
4. Point to yourself and say "Landlord." Point to the 4 students and say, "Tenant."
5. The landlord writes "January 1" on the board and goes to tenants 1, 2, and 3 and says, "Please pay the rent." The tenants pay the appropriate amounts to the landlord.
6. The landlord writes "February 1" on the board and repeats step 5.
7. The landlord writes "March 1" on the board and goes to each tenant to collect the rent. Tenants 1 and 2 pay the rent. Tenant 3 does not have any more money. Since s/he cannot pay the rent, the landlord takes away her/his House 3 sign.
8. The landlord goes to Tenant 4 and asks, "Do you want to rent this house?" Tenant 4 says, "Yes" and pays the rent for March.
9. The landlord then writes "April 1" on the board and repeats step 5 but with Tenant 4 taking the place of Tenant 3.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Get information about costs, e.g., rent, utilities, etc.

14.1
(H–21)

LEVEL: D, E

GENERAL TECHNIQUE: Concentration (Literacy Games)

Estimated Time

30 minutes

Objective

Students can read abbreviations used in ads for house or apartment rentals.

Materials

3 x 5 cards with housing ad words and their abbreviations

Directions

1. Introduce common abbreviations found in housing want ads.
2. Divide the class into small groups and give each group a set of 3 x 5 cards with the following words on half of the cards and their abbreviations on the other half of the cards:

furnished	furn.
unfurnished	unfurn.
apartment	apt.
near	nr.
school	sch.
bedroom	bedrm.
month	mo.
per	/
parking	pking.
large	lg.
small	sm.
public transportation	pub. trans.
utilities included	util. incl.

3. The students play a *concentration game* (see General Techniques) using the cards.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Get information about costs, e.g., rent, utilities, etc.

14.1
(H–2, 7, 12
16, 21)

LEVEL: C, D, E

GENERAL TECHNIQUE: Role Play

Estimated Time	30 minutes
Objective	Students can ask for information about rent, utilities, etc.
Materials	Large want ads (see samples) Student handouts with questions below or cue cards

Directions

1. Ask one student to sit facing the class. Place one of the large want ads on the chalkboard behind the student.
2. Without looking at the ad, the student asks her/his classmates the following questions which can be written on a student handout or cued by the teacher using sight word cards:

   Is it a house or an apartment?
   How many bedrooms?
   How much is the rent?
   Is there a lease? How long?
   Is a deposit required?
   Is it furnished or unfurnished?
   Does it include utilities?
   What number do I call?

   NOTE: If deposit and lease are not mentioned in the ad, class should answer, "I don't know."
3. After the questions have been answered, the class then asks the student:

   Class: Do you want to rent it?
   Student: Yes/No.
   Class: Why/Why not?
   Student: (gives reason)
4. To verify understanding, the class may then ask the student the same questions as in #2 to see if s/he remembers the answers.
5. The procedure is repeated with a new student and a new want ad.

Variations

- Put two of the want ads on the board. The class compares the two houses or apartments by answering the following questions:

  Which apartment is bigger?
  house cheaper?
  one more expensive?
  nicer?
  more comfortable?
  big enough for you?
  better (for you)?
  has more bedrooms?
  has more space?
  is a better deal (slang)?

  When this language has been mastered, clip three ads to the chalkboard and compare all of them using the following language:

  Which one is the biggest?
  cheapest?
  most expensive?
  nicest?
  most comfortable?
  best (for you)?
  has the most bedrooms?
  has the most space?
  is the best deal?

  Which apartment do you want?
  house
  one

  I want the *one* that costs ________________ .
  has ________________ .
  is ________________ .

- Choosing a house: Each student gets a card which contains a fictitious description of her/his family and income.

  Examples:

  You and your wife have three children. Her mother lives with you. Your income is $800/mo.

  You want to live with two friends. Your combined income is $600.

  Clip a number of housing ads to the blackboard or put them in a pile on a table. Each student chooses a house or apartment that fits her/his "family" and "income."

SAMPLE WANT ADS

Two bedroom house. Small and comfortable.
Garage. Partly furnished. $350/mo. + util.
355-9987

Two bdrm. apt. Furnished. pool. $450/mo.
Deposit. No lease.
224-0967

3 bdrm. house. 2 baths. 2 car garage.
Unfurnished. $650/mo. not incl. util.
3 mo. lease.
945-7543

Studio apt. furnished. $250/mo.
$250 dep. Parking. 6 mo. lease.
Incl. util. 882-5555

Two bedroom apt. furnished. $250/mo.
Incl. util. $200 dep. nr. school.
678-1234

4 bdrm. house. 2 baths. Unfurnished.
$750/mo + utilities. 1 yr. lease.
Call 909-8787 after 5.

1 bdrm. apt. Fully furnished. $300.
Incl. util. $300 dep. 6 mo. lease.
887-5454

2 bdrm. apt. Partly furnished.
$275/mo. 6 mo. lease $275 deposit.
Incl. util. Call 534-3636

IDEA SUGGESTED BY:

Herman Supriady K.
The Consortium:
The Experiment in International Living
Save the Children Federation
Galang, Indonesia

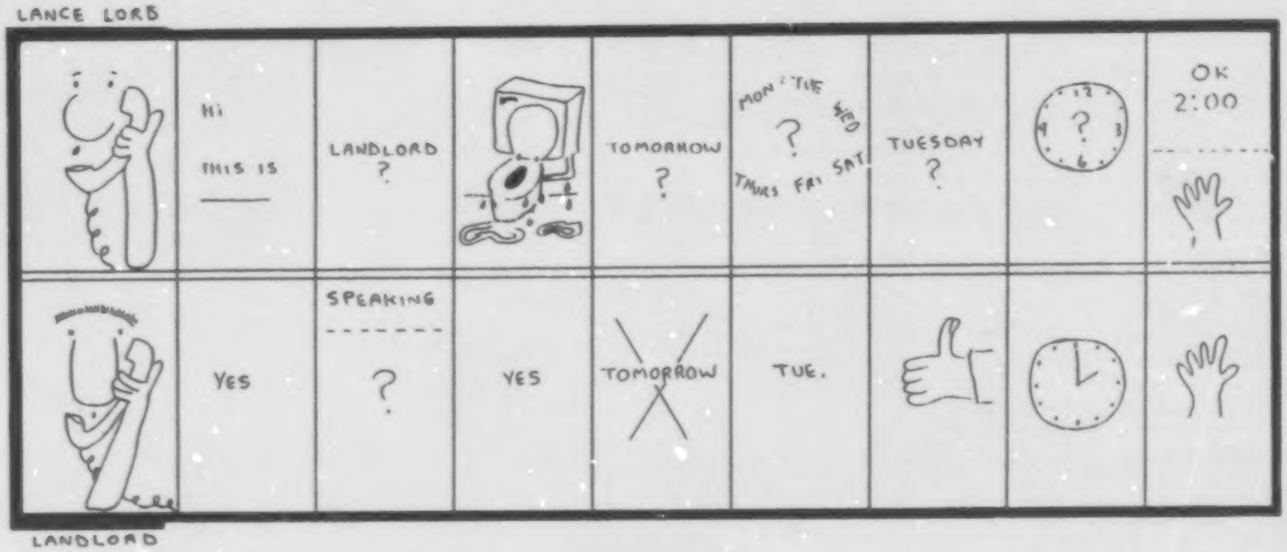
COMPETENCY: Secure household repairs

LEVEL: A, B

GENERAL TECHNIQUE: Dialogue Grid

14.2
(H–9)

Estimated Time	1 hour
Objective	Students can secure household repairs.
Materials	Picture dialogue grid (see other side)
Directions	1. Post the dialogue grid in front of the class. 2. Using the technique *dialogue grids* (see General Techniques), teach the following dialogue: A: Hi. This is___ . B: Yes. A: Is this the landlord? (Is this_____?) B: Speaking. Can I help you? A: My toilet is leaking. B: Yes. A: Can you fix it tomorrow? B: No. Not tomorrow. A: When can you fix it? B: Tuesday. A: Tuesday? B: Yes. A: What time? B: 2 P.M. A: OK. 2 P.M. Thanks. Good-bye. B: Good-bye.
Variation	Substitute pictures of different household problems for the "leaking toilet" picture and/or substitute different days and times.


LANCE LORB
Hi
THIS IS
LANDLORD ?
TOMORROW ?
MON TUE WED
?
THURS FRI SAT
TUESDAY ?
12
?
3
6
9
OK 2:00
LANDLORD
YES
SPEAKING
?
YES
TOMORROW
TUE.

Taken from America, In Sight by Fred Ligon and Herman S.K.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Secure household repairs

LEVEL: C, D

GENERAL TECHNIQUE: Oral Dialogue

14.2
(H–5, 9,
15)

Estimated Time 30 minutes

Objective Students can call the landlord to secure household repairs.

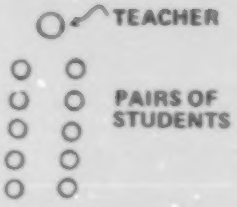
Materials Pictures showing various household problems

Directions

1. Introduce the following dialogue (see General Techniques, *oral dialogues)*:

   A: Hello.
   B: Hello. May I speak to the landlord?
   A: Speaking.
   B: This is *(name)* in Apartment 12.
   My shower doesn't work. Can you fix it?
   (problem)
   A: Yes. I'll come over now.
   B: Thanks.

2. After students have practiced the dialogue, they sit in pairs in a long line as in the following diagram:



3. Stand at one end of the line and hold up a problem card (a picture of something wrong in the house).
4. Direct the students on one side to be the tenants. They will call their partners who are the landlords to report the problem.
5. Everyone does the above dialogue at the same time using language appropriate to the picture cue.
6. Hold up another card and direct the other side to be the callers.
7. This activity continues until the students have practiced reporting 4-5 household problems.

Variation	The *concentric circle technique* (See General Techniques) can also be used to practice the dialogue.

IDEA SUGGESTED BY:

Ancilla Murdyastuti

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Secure household repairs

LEVEL: E

GENERAL TECHNIQUE: Scrambled Words and Sentences

14.2
(H–6, 9, 22)

Estimated Time

1 hour

Objective

Students can get information about household repairs.

Materials

Each sentence of the dialogue below cut into individual words and placed in envelopes, one envelope for each sentence

Directions

1. Present the following dialogue while the students listen.

   "Calling the Plumber"

   Carol: I have a problem with my sink.
   Plumber: What's wrong?
   Carol: I can't turn the water off completely.
   The faucet keeps on dripping.
   Plumber: Oh, that sounds like it's just a washer.
   You can buy a new one in any hardware store and change it yourself.
   Carol: I'm not very good at that kind of thing, but I'll try.
   How much will you charge if I can't do it myself?
   Plumber: Labor is $25.00 an hour plus any charge for parts.
   Carol: Thanks for your help.

2. Repeat the dialogue, but do not teach it to the class.
3. Divide the students into groups.
4. Each group gets an envelope which contains one sentence in the dialogue cut into separate words.
5. The students work in their groups to arrange the words into a sentence.
6. One student from each group reads the group's sentence to the other students.
7. Students ask questions about new vocabulary words or idioms.
8. The groups work together to arrange the sentences into a dialogue.
9. After the dialogue has been arranged, the students can practice it in pairs.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Get information about costs; Secure household repairs

14.1
14.2
(H–9, 15,
16, 20)

LEVEL: E

GENERAL TECHNIQUE: Role Play

Estimated Time

1 hour

Objective

Students can act appropriately as tenants in the U.S.

Materials

Pieces of paper with one situation on each

Directions

1. Write the following situations on pieces of paper:
   - You want to move into a house, but it's very dirty. Ask the landlord to clean it before you move in.
   - It's winter and your apartment is very cold. Call the landlord and ask him to turn up the heat.
   - You'd like to have your apartment painted. Ask the landlord if he can do it.
   - You don't have enough furniture. Ask the landlord if he'll give you two chairs and another bed.
   - Your friend and his three brothers want to move in with you. Explain to him that your apartment is too small and the lease does not permit additional occupants.
   - Ask an American friend to help you find a house to rent.
   - The lock on your apartment door is broken. Ask your landlord if you can fix it in exchange for $20 off your rent.
   - You're having a loud party and at midnight a policeman comes to your door and asks you to turn down the music.
   - The landlord wants to raise your rent. Ask him if you can do odd jobs rather than raise the rent.
2. The students are divided into pairs; each pair draws one of the situations. Either spontaneously or with preparation, each role plays the situation.
3. After each role play, the students can discuss the issues involved and the best way to handle the situation in the U.S.

Variation

This activity can be continued for several days in order to allow more than one pair of students to do each situation.

IDEA SUGGESTED BY:

Fred Ligon

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Report emergencies, e.g., fires, burglary

14.3
(H–6)

LEVEL: A, B

GENERAL TECHNIQUE: Dialogue
Role Play

Estimated Time

30 minutes – 1 hour

Objective

Students can report household emergencies by phone.

Materials

Pictures of household emergencies
2 telephones

Directions

1. Show a picture of an emergency

   - House on fire
   - Robber stealing money
   - Car accident
   - Baby drinking poison
   - Stove on fire
   - Elephant sitting on a man (or other humorous picture)

2. Introduce the dialogue: (see General Techniques)

   Caller: Help! *Fire!* (depending on picture cue)
   (problem)

   Emergency Operator: What's your address?

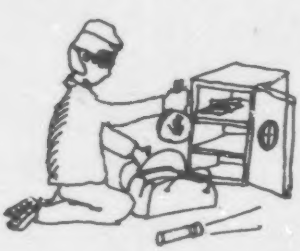
   Caller: *14 Oak Street*
   (address)

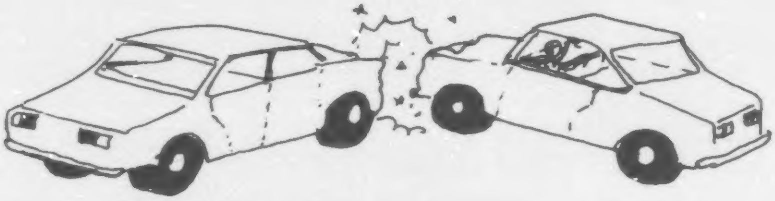
   Emergency Operator: OK. We'll be there soon.

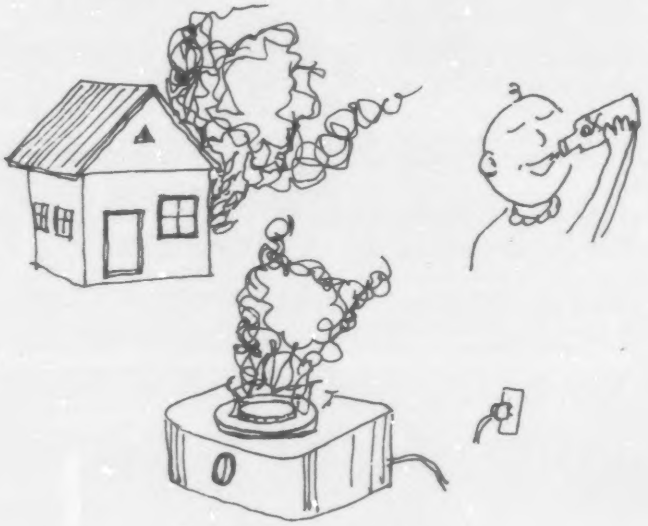
3. After the students have practiced the role of "caller" in the dialogue as a group, give a phone to one student and then show her/him one of the pictures. The student must call the emergency personnel (the teacher), report the problem, and give the address. For low level classes, the problem can be expressed in one word (Fire! Robber! Accident! Poison!).

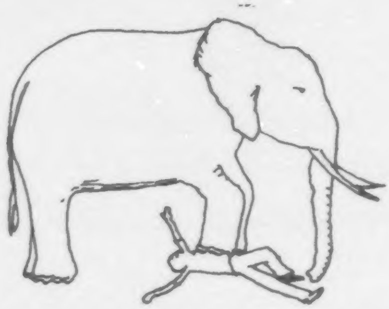
Variation

For fun, intersperse the serious pictures with ridiculous emergencies (e.g., the elephant sitting on the man) and see if students can describe the problem to the emergency operator.









IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Report emergencies, e.g., fire, burglary

LEVEL: A, B

GENERAL TECHNIQUE: Role Play

14.3
(H--6)

Estimated Time

30 minutes

Objective

Students can report household emergencies.

Materials

2 Telephones

Directions

1. Draw a row of houses on the board and put an address on each house.
2. Give two students telephones and assign them the roles of the house owner and the fire department operator.
3. Draw flames coming out of one of the houses and begin erasing the house.
4. The "house owner" student must call the fire department and report the fire, giving the street address.

   A: Hello.
   B: Help! Fire!
   A: What's your address?
   B: *5 Apple Street*
   (address)

5. The other student (fire department) must "arrive" at the fire before the teacher has completely erased the house.
6. The activity continues until several pairs of students have had a chance to practice.

IDEA SUGGESTED BY:

ESL Staff
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Report emergencies, e. g., fire, burglary

LEVEL: D, E

GENERAL TECHNIQUE: Role Play

14.3
(H–16)

Estimated Time	1 hour
Objective	Students can report household emergencies.
Materials	Slips of paper with emergency situations
Directions	1. Write the following emergency situations on slips of paper: — Your neighbor runs into your house and tells you his house is on fire. Help him call the fire department. — Your grandfather has a heart attack. Call an ambulance. — Your baby drank poison. Call an ambulance. — Someone comes in your house while you are sleeping and robs you. He runs away and you call the police. — You're eating dinner with a friend when he starts choking on food. Call an ambulance. — Someone falls in your house and breaks his leg. Call an ambulance. — A strange man is following you to your apartment. Lock the door and call the police. 2. The class is divided into pairs. Each pair draws one strip of paper. 3. The students role play the situation with one person being the victim and the other the emergency personnel.

IDEA SUGGESTED BY:

Luuisminda O. Togle
Susan O. Togle

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Locate appropriate housing

LEVEL: C, D

GENERAL TECHNIQUE: Dialogue Grids

14.4
(H–1, 2, 7, 8, 16)

Estimated Time

1 hour

Objective

Students can get information about rent, utilities, etc.

Materials

Dialogue grid (see attached)

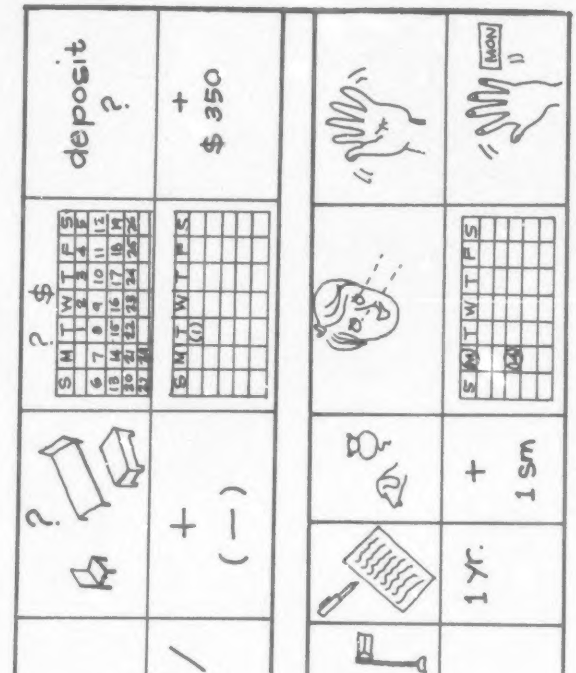
Directions

1. Post the dialogue grid in front of the class. Using the pictures as cues, present the following dialogue between a landlord and a prospective tenant: (see General Techniques: *dialogue grids*)

T: Good morning!
L: Good morning! May I help you?
T: Yes, please. I'm looking for a place to live.
Do you have a house for rent?
L: Yes.
T: How many bedrooms are there?
L: 2 bedrooms and 1 bathroom.
T: How much is the rent?
L: $350 a month.
T: Is it furnished?
L: Yes.
T: When do I pay?
L: On the first day of every month.
T: Is there a deposit?
L: Yes, $350.
T: Is there a cleaning deposit?
L: Yes, $75.
T: Are the utilities included?
L: You pay gas and electricity. I pay water.
T: Is there a school nearby?
L: Yes.
T: How long is the lease?
L: 1 year.
T: Are pets allowed?
L: Yes. One small pet.
T: When can I see it?
L: On Monday, Nov. 14.
T: Thanks a lot!
L: You're welcome. See you on Monday.

Variations

- For more advanced classes, introduce the dialogue by pointing to the individual pictures and asking the students to develop the dialogue.
- After the students finish practicing the dialogue orally, they can work together in pairs and write the dialogue, using the pictures as cues.


TENANT
LANDLORD
+
# rooms
2 bdrms
1 bthrm
$? rent
$ 350 / Mo.
?
+
(—)
? $
S M T W T F S
deposit ?
+ $ 350
cleaning deposit ?
+ $ 75
?
+
1 yr.
+
1 sm
MON

IDEA SUGGESTED BY:

Center for Applied Linguistics

Manila, Philippines

COMPETENCY: Locate appropriate housing

LEVEL: D

GENERAL TECHNIQUE: Concentric Circle Drill

14.4
(H–16)

Estimated Time

30 minutes

Objective

Students can locate appropriate housing.

Materials

Want ads for apartments (from newspapers or written by the teacher)

Directions

1. Choose ads for apartments which include information on the following:
    - furnished/unfurnished
    - children/pets
    - length of lease
    - location
2. The students sit in concentric circles. Each student in the inner circle has a want ad and is the landlord. Each student in the outer circle is a tenant who wants to rent an apartment.
3. Write the first question on the board:
   "Is the apartment furnished?"
4. Each tenant asks the question to the landlord and the landlord responds based on her/his want ad.
5. The tenants move to the right in the circle and continue asking the questions to other landlords until the teacher says, "Stop."
6. Steps 3-5 are repeated with additional questions:
    - Are pets allowed?
    - Are children allowed?
    - Is there a lease? How long is the lease?
    - Is the apartment near a school/public transportation?

Variation

Check the students' comprehension by stopping the circle drill after each question has been asked several times. Pointing to individual landlords, ask the tenants if that landlord has a furnished apartment/allows pets/requires a lease, etc.

Post Office

	COMPETENCY	COMPETENCY NUMBER
	Address envelopes and packages	10.1
	Buy items at the post office	10.2
	Locate different mail slots	10.3
	Locate places to mail things	10.4
	Prepare a money order	10.5
**	Notify post office of change of address	10.6
**	Register mail	10.7
**	Pick up mail	10.8
**	Complete alien change of address	10.9
**	Prepare customs and insurance documents	10.10
**	Register for the draft	10.11

IDEA SUGGESTED BY:
Ma. Corazon Molod

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Address envelopes and packages

LEVEL: A, B

GENERAL TECHNIQUE: Scrambled Words

10.1
(POF – 2)

Estimated Time 1 hour

Objective Students can address envelopes.

Materials
Sight-word cards
Address components on 3 x 5 cards
Large paper to represent an envelope

Directions

1. Write the following sight words on strips of paper and review (or teach) the words by saying the word and having students point to the correct word as it is said:

NAME	NUMBER	STREET
CITY	STATE	ZIP CODE

2. Make several sets of these sight words on 3 x 5 cards and divide the class into groups of 4-5 students. Give each group a set of the cards and a large piece of paper to represent an envelope.

3. Each group tries to arrange the strips in the proper order for an envelope. Move around the room pointing out problems and helping students figure out where to place the address components on an envelope. The envelopes should look like this when finished:

NAME
NUMBER STREET
CITY STATE ZIP CODE

4. Give each group address strips including:
   - — a person's name: Mr. Phok Vang
   - — a street number: 324

— the name of a street	Main St.
— the name of a city	Whittier
— the name of a state	California
— a zip code	90606

5. The students arrange the cards on the large envelope to make an American address. The students can compete to see which group can be first to arrange the envelope components correctly.

Variation

Give students the components for a return address and have them place these in the correct position on an envelope.

IDEA SUGGESTED BY:

Candelaria P. Fuentes

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Address envelopes and packages

LEVEL: A, B, C

GENERAL TECHNIQUE: Flashcards (Literacy Games)

1C.1
(POF – 2)

Estimated Time

15 minutes

Objective

Students can recognize sight words and their abbreviations.

Materials

Sight-word cards: half with words; the other half with their abbreviations

Directions

1. Write the following words and their abbreviations on cards and review their meanings with the class.

STREET	ST.
ROAD	RD.
DRIVE	DR.
BOULEVARD	BLVD.

2. Distribute the strips, one to each student. (There can be duplicate strips so that each student has one; each strip should have a match.)
3. Students move around the room looking for the strip that matches the one that s/he has.

NOTE: This activity can also be used with Competency 6.1:
Locate means of transportation.

IDEA SUGGESTED BY:

Candelaria P. Fuentes

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Address envelopes and packages

10.1
(POF – 2)

LEVEL: C

GENERAL TECHNIQUE: Operations

Estimated Time	30 minutes
Objective	Students can address an envelope.
Materials	Envelopes for each student

Directions

Use the procedure for *operations* (see General Techniques) to present the following drill:

1. Write your friend's first name in the middle of the envelope.
2. Write your friend's last name next to the first name.
3. Write your friend's address under the name.
4. Write the city under the address.
5. Put a comma after the city.
6. Write the state to the right of the city.
7. Write the zip code to the right of the state.
8. Write the country under the city.
9. Write your return address in the upper left-hand corner.
10. Seal the envelope.
11. Get a stamp.
12. Lick the stamp.
13. Put the stamp in the upper right-hand corner.
14. Mail your letter.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Address envelopes and packages

10.1
(POF – 2)

LEVEL: D, E

GENERAL TECHNIQUE: Dictation

Estimated Time

1 hour

Objective

Students can read and understand American addresses.

Materials

Address cards
Narrative cards

Directions

1. Half of the class is given address cards with typical American addresses:

   e.g.:

   Mr. Bob Jones
   55 Main St.
   Boston, Massachusetts 02105

2. The other half of the class is given cards with the same information, but in narrative form.

   Mr. Bob Jones lives in Boston, Massachusetts. He lives at 55 Main Street. His zip code is 02105.

3. Students with the address cards read their addresses to the students with the narrative cards. The students must listen and try to match their narrative descriptions with the addresses.

4. Students in each group exchange cards and those with the narrative cards read their descriptions. Students with the address cards must listen for their matches.

Variations

- Students work in pairs. One student in each pair has an address card. The other student must write the address in correct envelope format as the first student reads it.

- Students work in pairs. One student in each pair has a narrative card. S/he reads the narrative card and the other student must write the information in an envelope address format.
- A *concentration* game (see Literacy Games) can be played with the two sets of cards with students trying to remember the locations of the different cards in order to make matches. (This is a very difficult activity.)

IDEA SUGGESTED BY:

Dedi Sumedi, Ignatius Suranto and
Anton Suwarno

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Buy items at the post office

LEVEL: B

GENERAL TECHNIQUE: Snakes and Ladders Game (Literacy Games)

10.2
(POF – 3)

Estimated Time

30 minutes

Objective

Students can buy items at the post office.

Materials

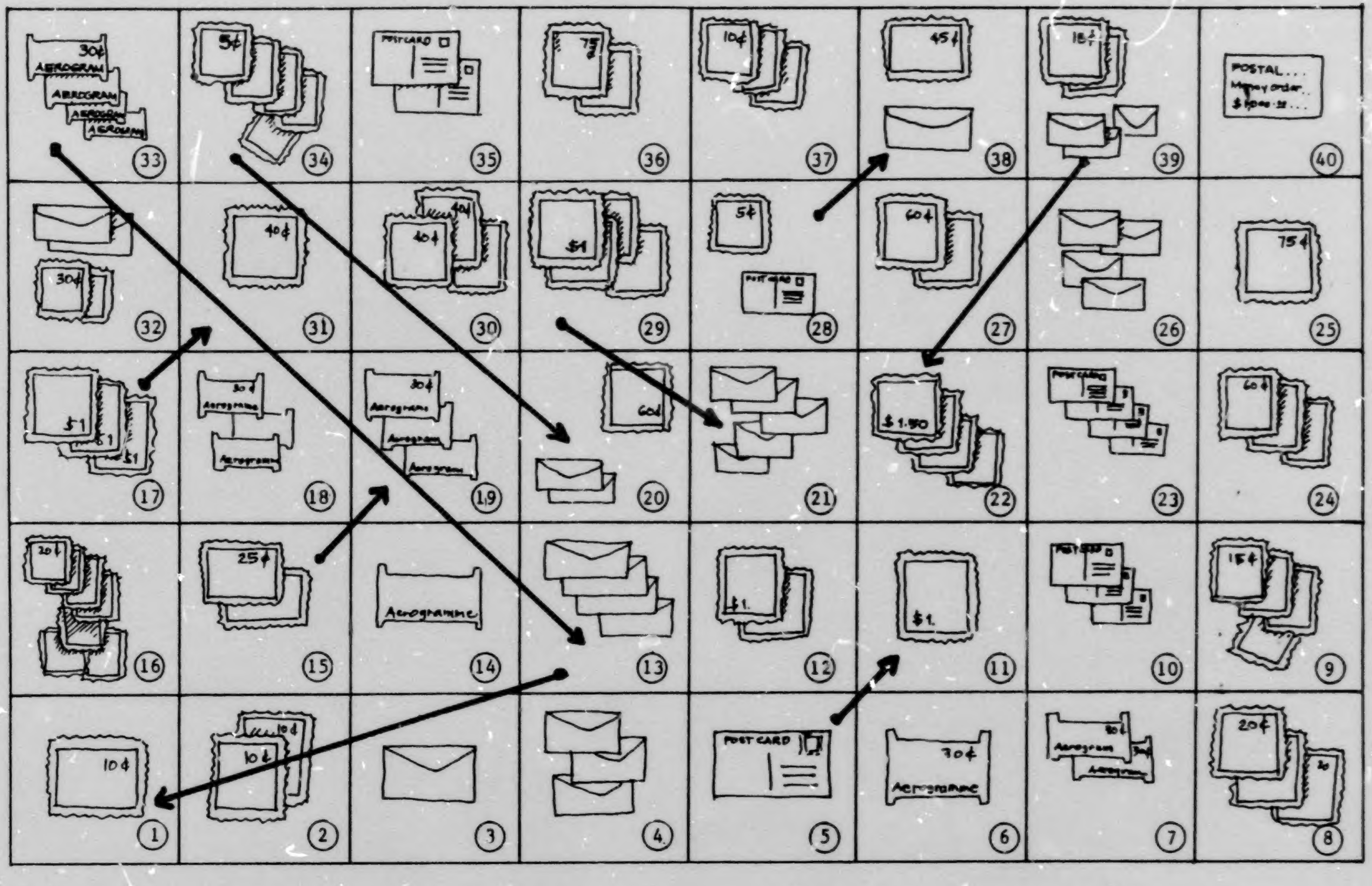
Game board
Markers
Dice

Directions

1. The students sit around the game board. If the class is large, there should be two or more game boards.
2. Student 1 throws one die and moves her/his marker according to the number shown on the die.
3. The student next to Student 1 asks the question, "May I help you?"
4. Student 1 answers depending on where s/he has landed on the board.

   Example: Student 1 throws "2" on the die. S/he moves two spaces to the box with two 10-cent stamps:

   Student 2: May I help you?
   Student 1: I want to buy two 10-cent stamps.
5. If the marker is on a number with an arrow that points either up or down, the student must move her/his marker, following the direction of the arrow.
6. The game continues until one student reaches the last number (no. 40). That student is the winner and gets a money order for $1000.


30¢
AEROGRAM
AEROGRAM
AEROGRAM
AEROGRAM
33
5¢
34
POSTCARD
35
75¢
36
10¢
37
45¢
38
18¢
39
POSTAL...
Money order...
$ ...
40
30¢
32
40¢
31
40¢
40¢
30
$1
29
5¢
POSTCARD
28
60¢
27
26
75¢
25
$1
$1
$1
17
30¢
Aerogramme
Aerogramme
18
30¢
Aerogramme
Aerogramme
Aerogramme
19
60¢
20
21
$1.50
22
POSTCARD
23
60¢
24
20¢
16
25¢
15
Aerogramme
14
13
$1.
12
$1.
11
POSTCARD
10
15¢
9
10¢
1
10¢
10¢
2
3
4
POSTCARD
5
30¢
Aerogramme
6
30¢
Aerogramme
Aerogramme
7
20¢
20
8

IDEA SUGGESTED BY:
ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Buy items at the post office

LEVEL: C, D

GENERAL TECHNIQUE: Vocabulary Game: Run and Touch

10.2
(POF – 3)

Estimated Time

30 minutes

Objective

Students can pay correct amount for items at a post office.

Materials

None

Directions

1. Divide the class into two teams. Each team stands in a line at the end of the room opposite the blackboard.
2. Write the following prices on the board:

first-class stamp:	20¢
airmail stamp:	40¢
aerogramme:	30¢

3. Call out one of the combinations below. The first student in each group runs to the blackboard with a piece of chalk. The first one to figure out the total cost gets a point for her/his team.

SAMPLE COMBINATIONS:

- I want 2 aerogrammes and three 20¢ stamps.
- I want five 40¢ stamps and one 20¢ stamp.
- I'd like three airmail stamps and two aerogrammes.
- I'd like two 20¢ stamps, 1 airmail stamp and 2 aerogrammes.
- I want five first-class stamps.
- I'd like six aerogrammes and two 40¢ stamps.

etc.

IDEA SUGGESTED BY:
Marietta Amular

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Locate mail slots

10.3
(POF - 4)

LEVEL: B

GENERAL TECHNIQUE: Fluency Squares

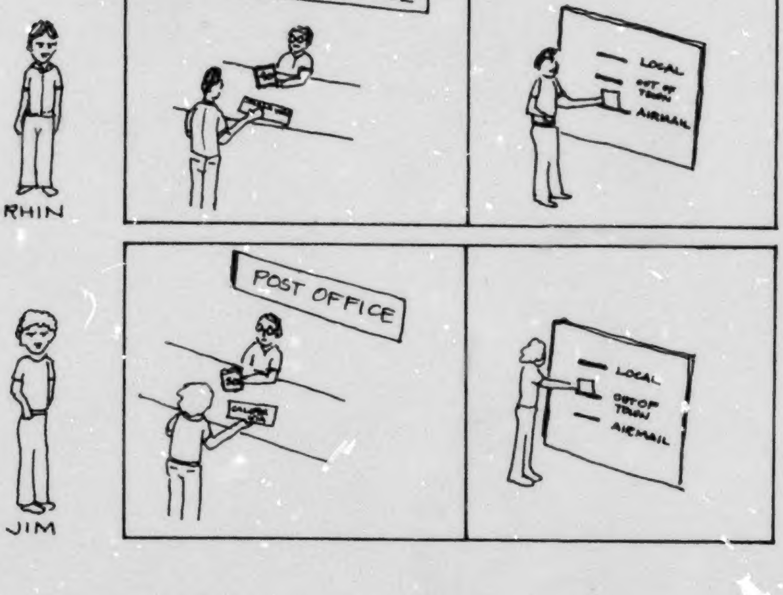
Estimated Time	30 minutes
Objective	Students can locate mail slots.
Materials	Large fluency square (see below)

Directions

Follow the general procedure for *fluency squares* (see General Techniques) to elicit the following language:

Rhin and Jim live in New York.
Rhin wants to mail a letter to his friend in Malaysia.
He buys a 40¢ stamp.
He drops the letter in the "airmail" slot.

Jim wants to send a letter to his friend in California.
He buys a 20¢ stamp.
He drops the letter in the "out of town" slot.


RHIN
POST OFFICE
LOCAL
OUT OF TOWN
AIRMAIL
JIM
POST OFFICE
LOCAL
OUT OF TOWN
AIRMAIL

IDEA SUGGESTED BY:
David Stacey Gardner
International Catholic Migration Commission (ICMC)
Bataan, Philippines

COMPETENCY: Locate mail slots

LEVEL: C

GENERAL TECHNIQUE: Role Play

10.3
(POF – 4)

Estimated Time

1 hour

Objective

Students can address envelopes and locate the appropriate mail slots.

Materials

Slips of paper with the name of each student and an imaginary address in the U.S. in one of 4-5 cities, or in a foreign country (2 copies of each student's name/address)
A command written on a piece of paper (one/student)
One envelope for each student
A mail box with slots for "local," "out of town" and "airmail"

Directions

1. Each student is given a piece of paper with her/his name and an address from one of 4-5 cities in the U.S. or in a foreign country.
2. The students divide into 4-5 groups by sitting with other students from the same city.
3. The teacher asks each student questions about her/his address:

   e.g.: What state are you from?
   What is your city?
   What's your zip code?
   What's your country?

4. Each student gets a blank envelope and a paper with the name and address of a classmate.
5. The students address their envelopes and put their return addresses on the envelopes.
6. Each student gets a paper with a command (e.g., walk to the door) which s/he puts in the envelope. The student also draws a stamp for the appropriate amount on the envelope.
7. The students mail their letters by city, choosing the appropriate box "local," "out of town," or "airmail." As each student approaches the mailbox, the teacher can ask, "Where is the letter going?" "Which slot do you use?"
8. One student acts as the mailman and delivers the letters to the other students.
9. Each student opens her/his letter and performs the command written on the paper.

IDEA SUGGESTED BY:
ESL Staff
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Address letters/packages; Buy items at the post office; Locate different mail slots

10.1-3
(POF – 2, 3, 4)

LEVEL: C

GENERAL TECHNIQUE: Role Play

Estimated Time	45 minutes
Objective	Students can buy items in the post office.
Materials	Signs: U.S. POST OFFICE: LOS ANGELES, CALIFORNIA; STAMPS; LOCAL; OUT OF TOWN; AIRMAIL Play Money Stamps Envelopes
Directions	1. Each student addresses an envelope to anyone s/he wants to. 2. The class is set up like a post office with sight-word signs: U.S. POST OFFICE: LOS ANGELES, CALIFORNIA; STAMPS; LOCAL; OUT OF TOWN; AIRMAIL 3. Several students are clerks; the others are customers. The clerks stand behind a counter. They have stamps and change. The customers have money and the letters they want to mail. 4. After each student buys her/his stamp and puts it on the envelope, s/he mails the letter in the appropriate mail slot. 5. The teacher then checks the letters in the different mail slots to see if they are in the correct slots, are addressed correctly, have a return address, and have the appropriate postage. Any letters with mistakes are returned to the sender for correction.

IDEA SUGGESTED BY:
Fred Ligon
The Consortium:
The Experiment in International Living
Save the Children Federation
Galang, Indonesia

COMPETENCY: Locate places to mail things

LEVEL: A, B

GENERAL TECHNIQUE: Picture Stories

10.4
(D–2; SH–12)

Estimated Time

1 hour

Objective

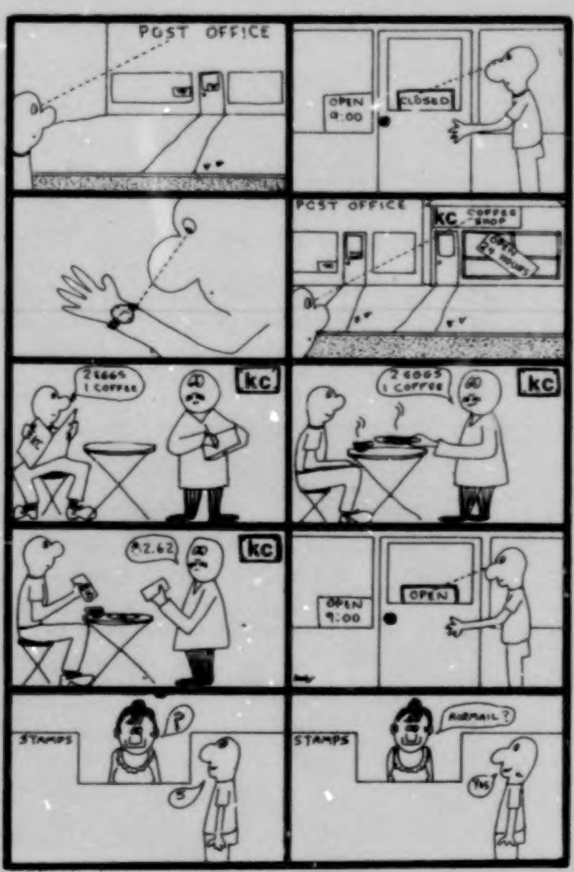
Students can recognize sight word POST OFFICE and hours.

Materials

Copies of picture story (see below)

Directions

1. The teacher follows the general directions for *picture stories* (see General Techniques) using the story "OPEN 9:00."


POST OFFICE
OPEN 9:00
CLOSED
POST OFFICE
KC COFFEE SHOP
OPEN 24 HOURS
2 EGGS 1 COFFEE
kc
2 EGGS 1 COFFEE
kc
$2.62
kc
OPEN 9:00
OPEN
STAMPS
?
5
STAMPS
AIRMAIL ?
YES

Taken from **America, In Sight** *by Fred Ligon and Herman S.K.*

IDEA SUGGESTED BY:
ESL Staff

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Locate places to mail things

LEVEL: C

GENERAL TECHNIQUE: More Use of Rods

10.4
(D– 5, 10)

Estimated Time

1 hour

Objective

Students can locate places to mail things.

Materials

Large paper to draw map
10 rods/team
Symbols for building identification (Red Cross for Hospital, picture of apple for Supermarket, coin for Bank, stamp for Post Office, police badge for Police Station, clothing for Department Store, different students' homes)

Directions

This activity reviews previously learned directions to locate different places and adds "post office" to places already studied.

1. Divide the students into small groups. Each group gets 10 rods, a large piece of paper to build a community, and symbols to identify different buildings (see other side).

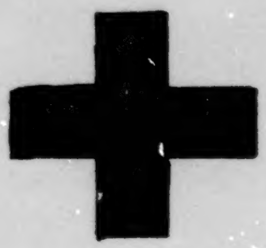
2. The students are given 10 minutes to build their community, drawing streets on the paper, putting a symbol by each of the different rod buildings and locating them along several streets in a downtown area.

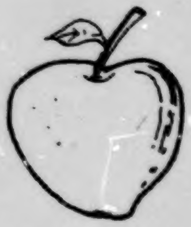
3. The students then work together to figure out how they would give directions to find the different buildings from various locations.

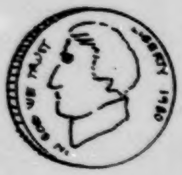
4. After each group prepares its directions, Group 1 calls one student from Group 2 to come to its town. The student from Group 2 takes a rod to symbolize her/himself and puts it at some place on the map and asks: "Can you tell me how to get to the *post office?* " (How do I go to the *post office?*)
   (place (place)

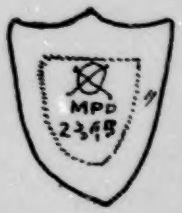
5. Group 1 then gives directions to the student from Group 2 to locate the *post office.*
   (place)

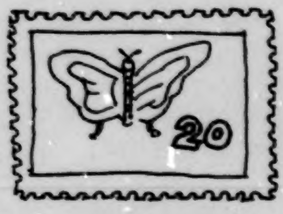
6. The students continue (1 team at a time) asking direction questions until all students have asked a question.






IN GOD WE TRUST
LIBERTY
1980


MPD
2345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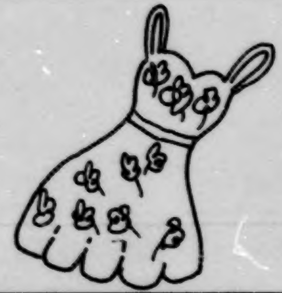
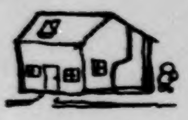
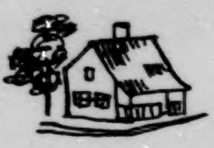
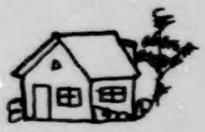
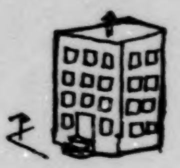










IDEA SUGGESTED BY: ESL Staff The Consortium: The Experiment in International Living Save the Children Federation World Education Phanat Nikhom	**COMPETENCY:** Locate places to mail things **LEVEL:** All **GENERAL TECHNIQUE:** Vocabulary Game: Run and Touch 10.4 (LIT – 9)

Estimated Time	30 minutes
Objective	Students can locate places to mail things.
Materials	Map of town

Directions

This activity reviews previously learned place names and adds "post office" to places already studied.

1. Post a map of the town with the names of the buildings that have already been practiced in previous competencies. The new building will be the post office.

2. The students line up by teams at the opposite end of the room from the map. The teacher calls out an article (e.g., aerogramme, shoes, apples, stamps) and one student from each team runs to the map. The first student to point to the proper store gets a point for her/his team.

3. The winner must say a sentence, such as:

   I'm going to the *post office* to buy an *aerogramme.*
   I'm going to the *shoe store* to buy *shoes.*
   I'm going to the *supermarket* to buy *apples.*

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

COMPETENCY: Prepare a money order

LEVEL: All

GENERAL TECHNIQUE: Role Play

10.5
(B – 4)

Estimated Time

30 minutes

Objective

Students can buy and prepare a money order.

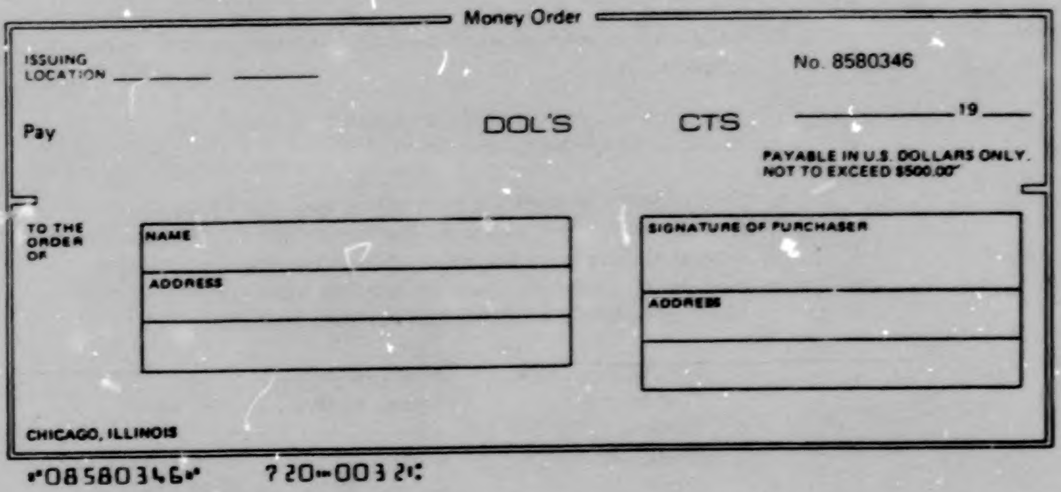
Materials

Blank money orders
Play money

Directions

1. Distribute to each student cards that include the following information:
   - name of person to receive the money order
   - amount of the money order
2. Each student goes to the post office and purchases a money order for the amount on her/his card. Use the following dialogue which should already have been drilled (see General Techniques: *dialogues).* For low levels the teacher takes the role of clerk. For higher levels, students can perform both roles.

Post Office Clerk:	May I help you?
Customer:	I want to buy a money order.
Clerk:	How much is it for?
Customer:	$75.
Clerk:	(stamps in the amount): The fee is $1.50, so that's $75 plus $1.50. The total is $76.50.
Customer:	(hands money to clerk)
Clerk:	Here you are. Write the person's name here. Put the date here. Then put your name and address here.
Customer:	Thank you.



Money Order

ISSUING LOCATION ________

No. 8580346

Pay DOL'S CTS ____________19____

PAYABLE IN U.S. DOLLARS ONLY. NOT TO EXCEED $500.00"

TO THE ORDER OF

NAME

ADDRESS

SIGNATURE OF PURCHASER

ADDRESS

CHICAGO, ILLINOIS

⑈08580346⑈ 720⑉0032⑆

IDEA SUGGESTED BY:

Center for Applied Linguistics

Manila, Philippines

COMPETENCY: Prepare a money order

LEVEL: All

GENERAL TECHNIQUE: Operations

10.5
(B–4)

Estimated Time

30 minutes — 1 hour depending on class level

Objective

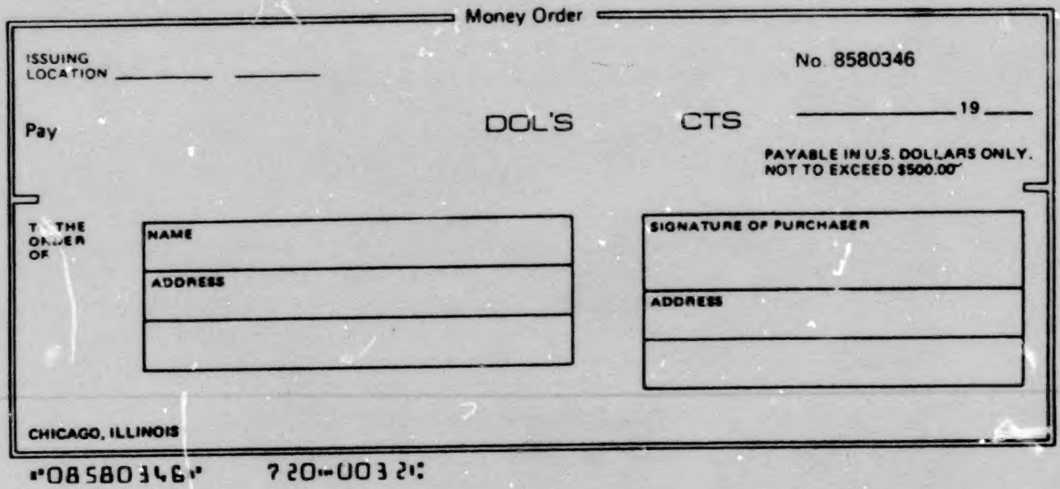
Students can prepare a money order.

Materials

Blank money order (attached)

Directions

1. The teacher writes her/his name and address on the board.
2. Each student gets a blank money order.
3. The teacher conducts the following *operation* drill (see General Tecnniques):
    - Take a money order.
    - Put your address here (students write own address).
    - Sign here (students sign own names).
    - Put the date here (students write the day's date).
    - Tell the clerk it's for $50. Watch him stamp the amount.
    - Pay the clerk $50. plus $1.00 to buy the money order.
    - Put the teacher's name and address here (students copy from the board).
    - Give the money order to the teacher.



Money Order

ISSUING
LOCATION ________ ________

No. 8580346

Pay DOL'S CTS ____________19____

PAYABLE IN U.S. DOLLARS ONLY.
NOT TO EXCEED $500.00

TO THE
ORDER
OF

NAME
ADDRESS

SIGNATURE OF PURCHASER
ADDRESS

CHICAGO, ILLINOIS

⑈08580346⑈ 720⑉0032⑆

IDEA SUGGESTED BY:

Fred Ligon

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Prepare a money order

LEVEL: A, B

GENERAL TECHNIQUE: Board Game (Literacy Activities)

10.5
(B – 4)

Estimated Time

1 hour

Objective

Students can prepare a money order.

Materials

Board game (see other side)
Worksheet
Dice
Different color markers for each student

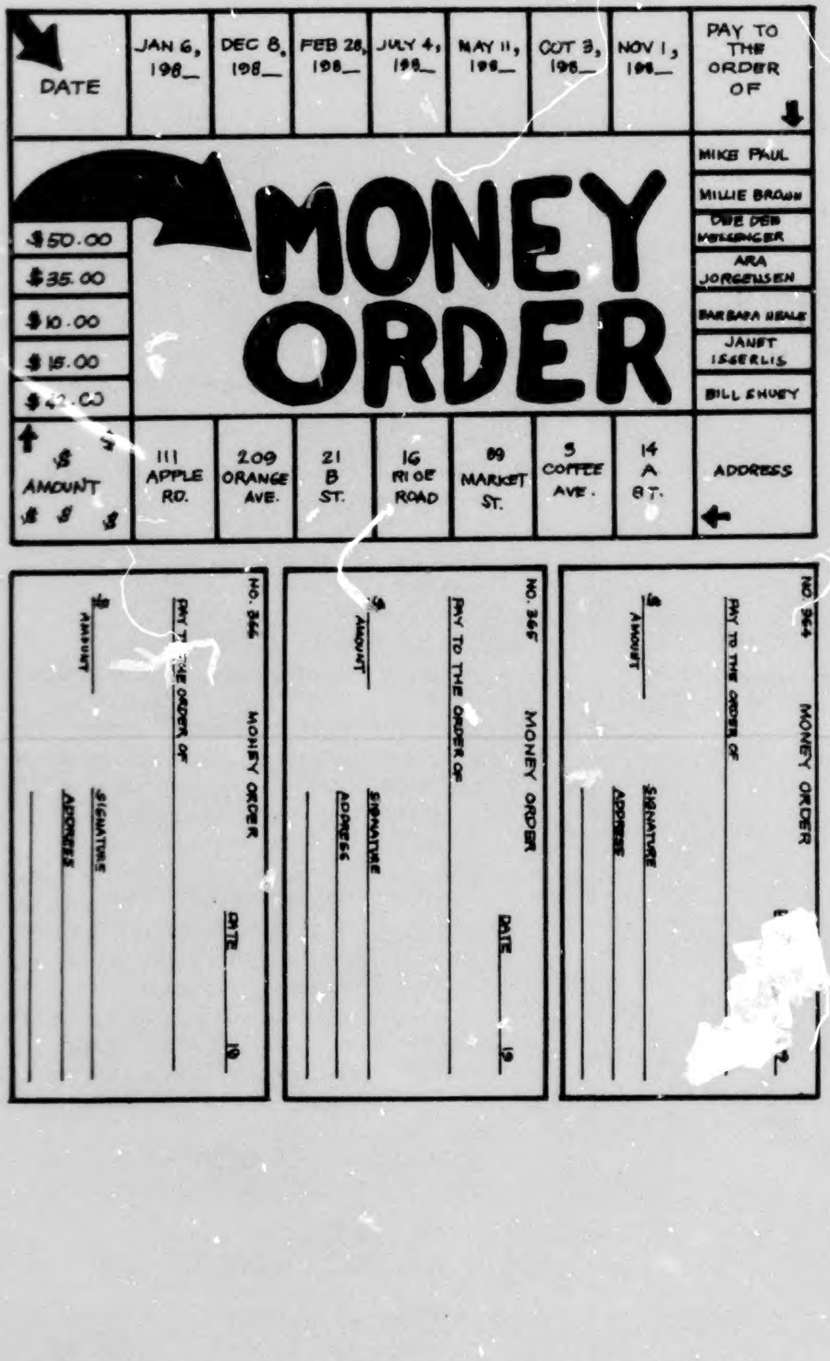
Directions

1. The students put their markers in the upper left-hand corner of the board.
2. Each student throws one die and moves the number of spaces designated by the die.
3. The box that the student lands on shows what information s/he should use when filling out the worksheet.
4. After each move indicated by the die, each student should also move her/his marker to the next corner before throwing the die again. Moving to the next corner makes it impossible to have more than one element from each row.

   Example: Student 1 throws the die and gets a "3." S/he moves her/his marker three spaces to Feb. 28, 198 . S/he fills in this information in the date section. The other students then throw the die and fill in the date information. Then Student 1 moves to the box "Pay to the Order of" and again throws her/his die. If s/he throws "1" s/he moves to the box labelled "Mike Paul" and puts this name in the blank "Pay to the Order of." Each student continues in turn until everyone's money order is filled in.

5. After students have all filled in their money orders the teacher can ask questions to individual students:

   Who's it to?
   How much is it for?
   What is the date?
   Where do you sign?
   What's your address?


DATE
JAN 6, 198_
DEC 8, 198_
FEB 28, 198_
JULY 4, 198_
MAY 11, 198_
OCT 3, 198_
NOV 1, 198_
PAY TO THE ORDER OF
MIKE PAUL
MILLIE BROWN
DEE DEE WELLINGER
ARA JORGENSEN
BARBARA NEALE
JANET ISSERLIS
BILL SHUEY
MONEY ORDER
$50.00
$35.00
$10.00
$15.00
$42.00
$ AMOUNT $ $ $
111 APPLE RD.
209 ORANGE AVE.
21 B ST.
16 RICE ROAD
89 MARKET ST.
5 COFFEE AVE.
14 A ST.
ADDRESS
NO. 366 MONEY ORDER
PAY TO THE ORDER OF
DATE 19
$ AMOUNT
SIGNATURE
ADDRESS
NO. 365 MONEY ORDER
PAY TO THE ORDER OF
DATE 19
$ AMOUNT
SIGNATURE
ADDRESS
NO. 364 MONEY ORDER
PAY TO THE ORDER OF
19
$ AMOUNT
SIGNATURE
ADDRESS

Taken from **In Sight** *by Fred Ligon, The Experiment in International Living.*

IDEA SUGGESTED BY:
Center for Applied Linguistics

Manila, Philippines

COMPETENCY: Notify post office of change of address

10.6
(POF – 6)

LEVEL: C, D, E

GENERAL TECHNIQUE: Use of Visuals: Story Reconstruction

Estimated Time

1 hour

Objective

Students can notify post office of change of address.

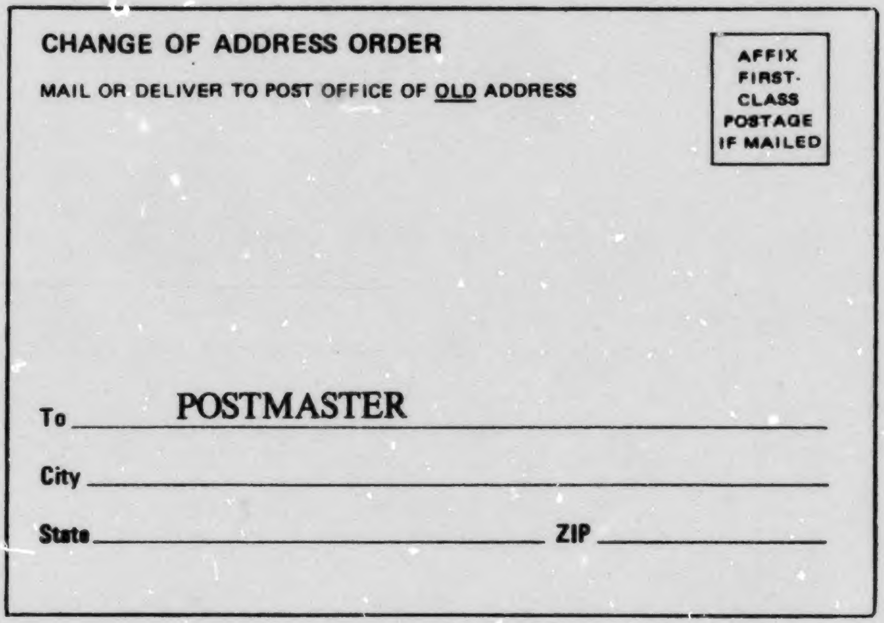
Materials

Picture grid (attached)
Change of address form (see other side)

Directions

1. Present the following story using the picture grid (see General Techniques: *narratives).*
    - a. Mr. Brown and his family lived at 5 Main Street. One day they moved to a new house at 10 Apple St.
    - b. The next day the mailman came to 5 Main St. with a letter for Mr. Brown. The house was empty. Where was Mr. Brown?
    - c. The mailman took the letter back to the post office and returned it to the sender. The letter was marked, "Moved. Left no address."
    - d. One day Mr. Brown came to the post office to buy a stamp. The clerk recognized Mr. Brown and asked him, "Did you move?" Mr. Brown said, "Yes." The clerk said, "Please fill out this change of address form."
    - e. Mr. Brown filled out the form.
    - f. The next day the mailman took letters to Mr. Brown at 10 Apple Street.
2. Read the narrative several times and then ask questions.
3. Students reproduce the story orally or in writing.
4. Students practice filling out the change of address form for Mr. Brown.

SAMPLE CHANGE OF ADDRESS ORDER



CHANGE OF ADDRESS ORDER

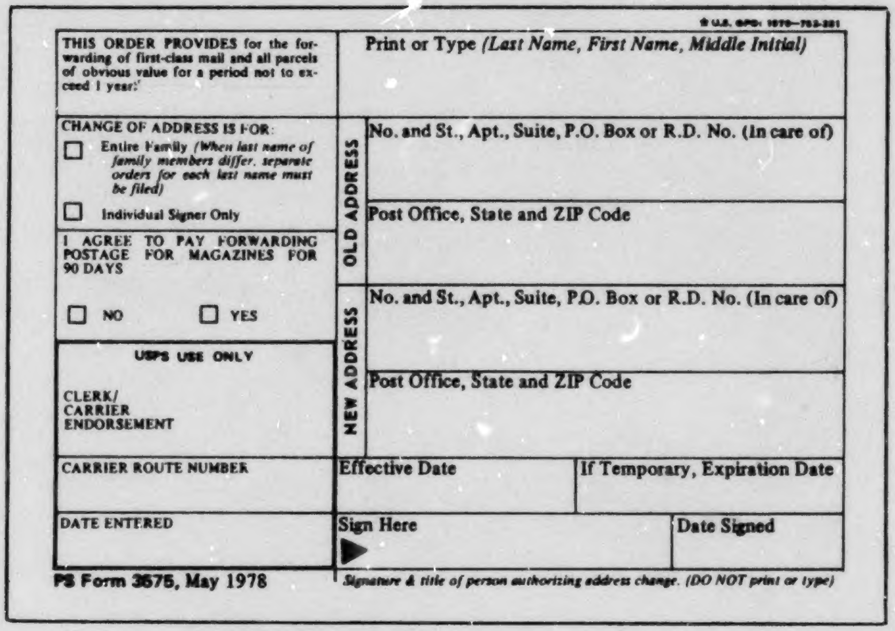
MAIL OR DELIVER TO POST OFFICE OF OLD ADDRESS

AFFIX
FIRST-
CLASS
POSTAGE
IF MAILED

To POSTMASTER

City

State ZIP



★ U.S. GPO: 1979—753-381

THIS ORDER PROVIDES for the forwarding of first-class mail and all parcels of obvious value for a period not to exceed 1 year.

Print or Type *(Last Name, First Name, Middle Initial)*

CHANGE OF ADDRESS IS FOR:

☐ Entire Family *(When last name of family members differ, separate orders for each last name must be filed)*

☐ Individual Signer Only

I AGREE TO PAY FORWARDING POSTAGE FOR MAGAZINES FOR 90 DAYS

☐ NO ☐ YES

USPS USE ONLY

CLERK/
CARRIER
ENDORSEMENT

OLD ADDRESS

No. and St., Apt., Suite, P.O. Box or R.D. No. (In care of)

Post Office, State and ZIP Code

NEW ADDRESS

No. and St., Apt., Suite, P.O. Box or R.D. No. (In care of)

Post Office, State and ZIP Code

CARRIER ROUTE NUMBER

Effective Date

If Temporary, Expiration Date

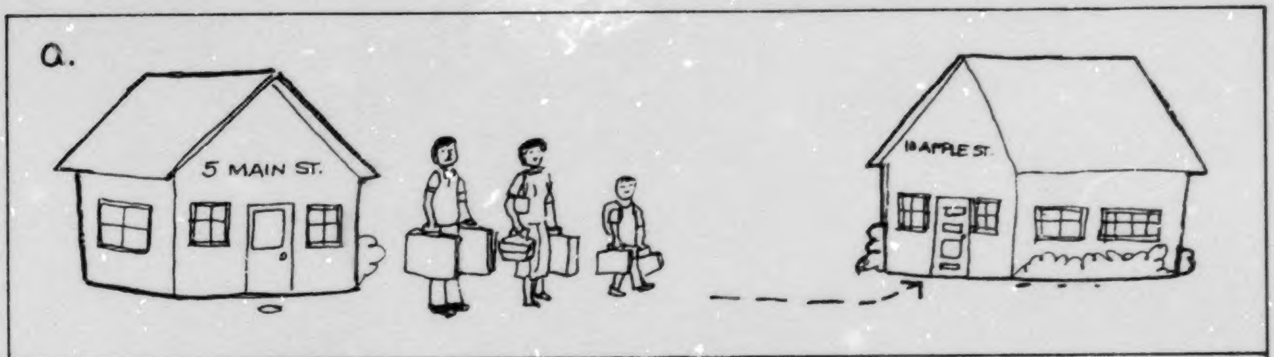
DATE ENTERED

Sign Here ▶

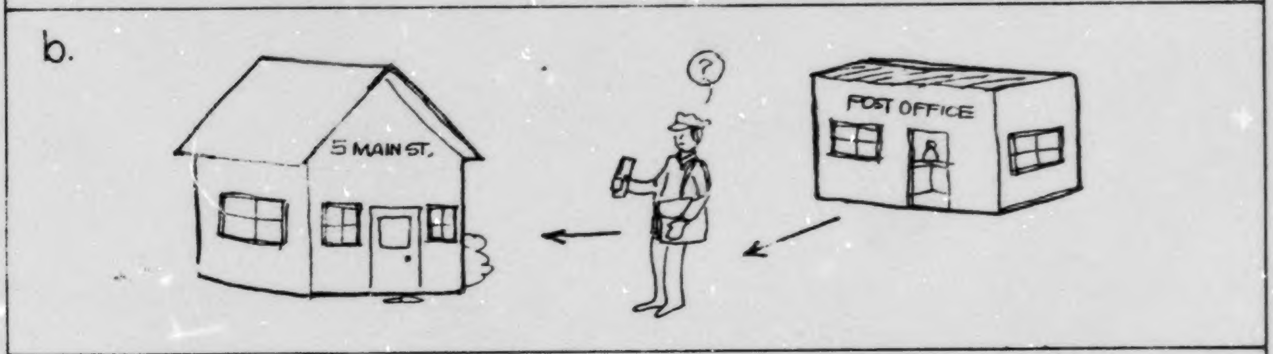
Date Signed

PS Form 3575, May 1978

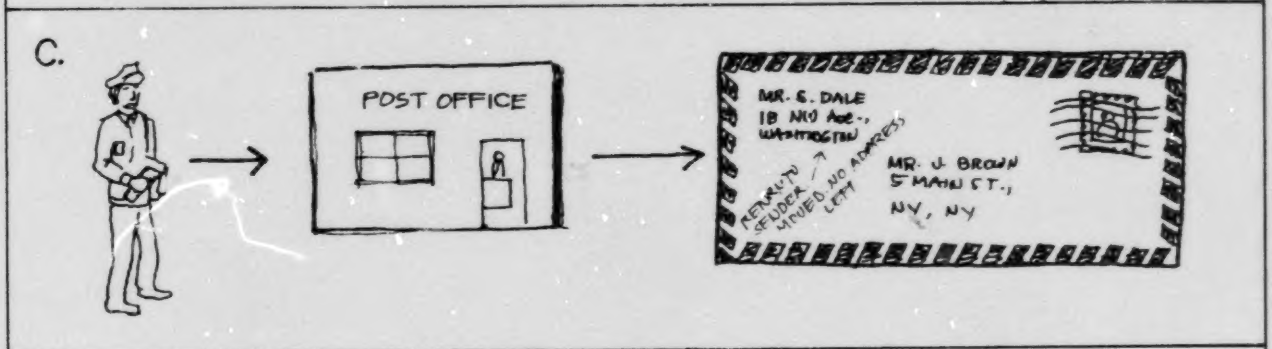
Signature & title of person authorizing address change. (DO NOT print or type) a.


5 MAIN ST.
10 APPLE ST.

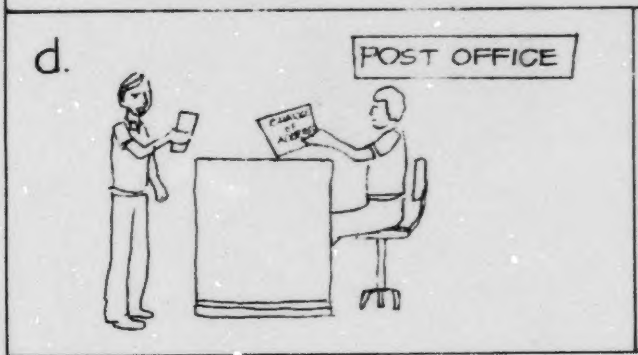
b.


5 MAIN ST.
?
POST OFFICE

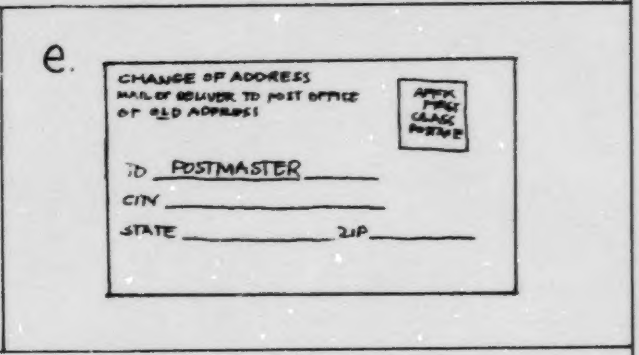
c.


POST OFFICE
MR. S. DALE
18 NW Ave.,
WASHINGTON
RETURN TO SENDER
MOVED. NO ADDRESS LEFT
MR. J. BROWN
5 MAIN ST.,
NY, NY

d.


POST OFFICE
CHANGE OF ADDRESS

e.

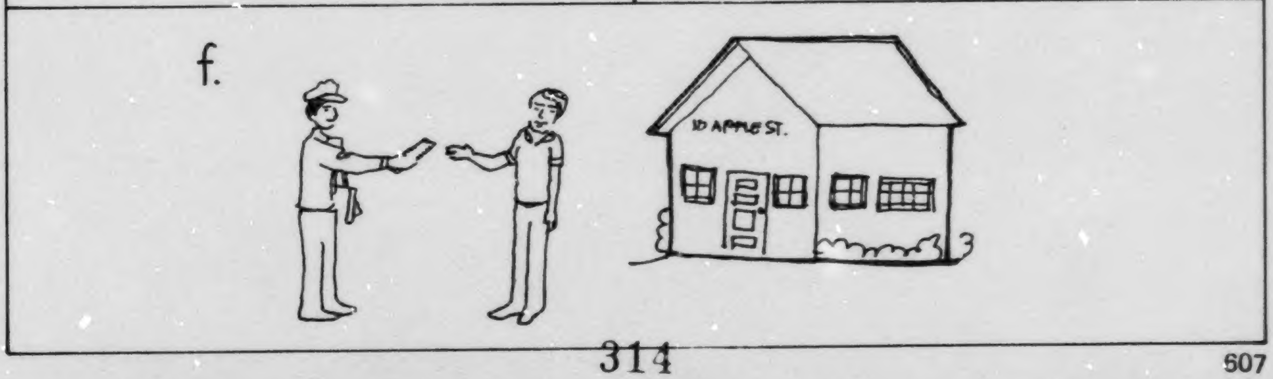


CHANGE OF ADDRESS
MAIL OR DELIVER TO POST OFFICE
OF OLD ADDRESS

AFFIX
FIRST
CLASS
POSTAGE

TO POSTMASTER ______
CITY ______
STATE ______ ZIP ______

f.



IDEA SUGGESTED BY:
Center for Applied Linguistics

Manila, Philippines

COMPETENCY: Complete alien change of address form

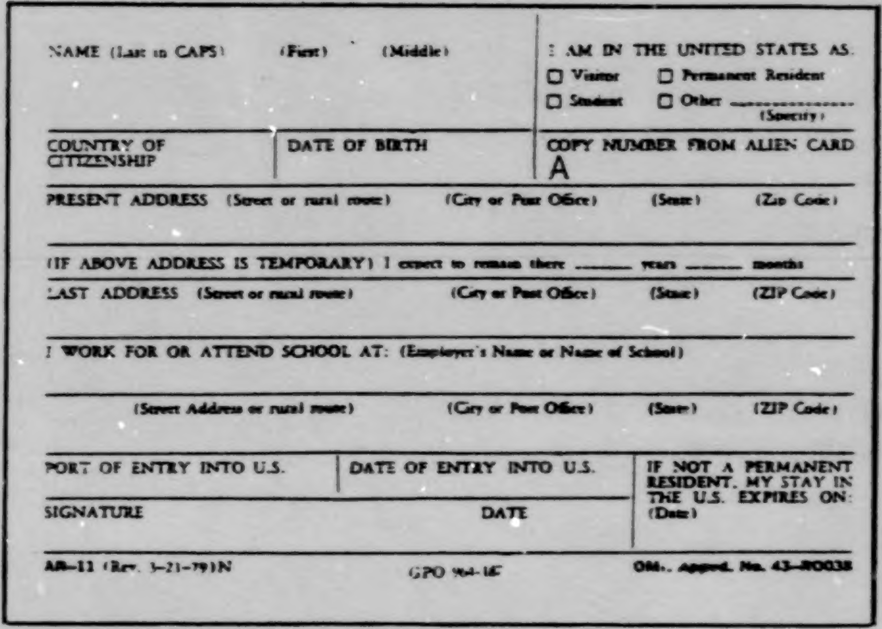
10.9
(POF – 8)

LEVEL: D, E

GENERAL TECHNIQUE: Role Play

Estimated Time	30 minutes
Objective	Students can fill out an alien change of address form.
Materials	1 form for each student (see sample)
Directions	1. Explain that when an alien changes her/his address s/he must notify the Immigration and Naturalization Service. 2. Give each student a copy of the form. 3. Students go through the form together and practice filling out the form using a "past address" and a "present address" in the U.S. 4. After each student has filled out the form, s/he can go to the post office, buy a stamp and mail it in the proper box.

SAMPLE INS FORM AR-11



NAME (Last in CAPS) (First) (Middle)

I AM IN THE UNITED STATES AS:
☐ Visitor ☐ Permanent Resident
☐ Student ☐ Other ________ (Specify)

COUNTRY OF CITIZENSHIP | DATE OF BIRTH | COPY NUMBER FROM ALIEN CARD A

PRESENT ADDRESS (Street or rural route) (City or Post Office) (State) (Zip Code)

(IF ABOVE ADDRESS IS TEMPORARY) I expect to remain there ______ years ______ months

LAST ADDRESS (Street or rural route) (City or Post Office) (State) (ZIP Code)

I WORK FOR OR ATTEND SCHOOL AT: (Employer's Name or Name of School)

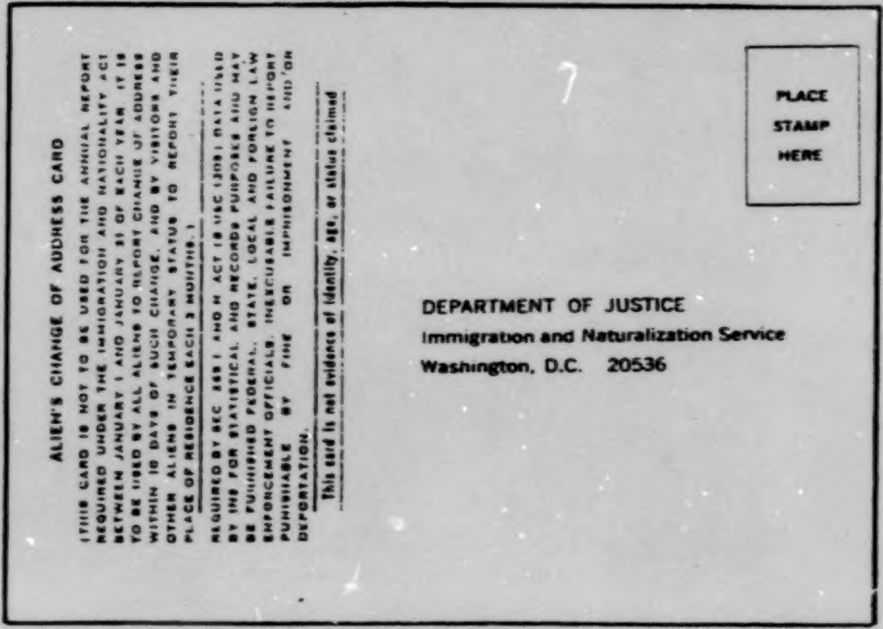
(Street Address or rural route) (City or Post Office) (State) (ZIP Code)

PORT OF ENTRY INTO U.S. | DATE OF ENTRY INTO U.S. | IF NOT A PERMANENT RESIDENT, MY STAY IN THE U.S. EXPIRES ON: (Date)

SIGNATURE DATE

AR-11 (Rev. 3-21-79)N GPO 964-1E OMB. Apprd. No. 43-R0038

BACK



ALIEN'S CHANGE OF ADDRESS CARD

(THIS CARD IS NOT TO BE USED FOR THE ANNUAL REPORT REQUIRED UNDER THE IMMIGRATION AND NATIONALITY ACT BETWEEN JANUARY 1 AND JANUARY 31 OF EACH YEAR. IT IS TO BE USED BY ALL ALIENS TO REPORT CHANGE OF ADDRESS WITHIN 10 DAYS OF SUCH CHANGE, AND BY VISITORS AND OTHER ALIENS IN TEMPORARY STATUS TO REPORT THEIR PLACE OF RESIDENCE EACH 3 MONTHS.)

REQUIRED BY SEC. 265 I AND N ACT (8 USC 1305) DATA USED BY INS FOR STATISTICAL AND RECORDS PURPOSES AND MAY BE FURNISHED FEDERAL, STATE, LOCAL AND FOREIGN LAW ENFORCEMENT OFFICIALS. INEXCUSABLE FAILURE TO REPORT PUNISHABLE BY FINE OR IMPRISONMENT AND/OR DEPORTATION.

This card is not evidence of identity, age, or status claimed

PLACE
STAMP
HERE

DEPARTMENT OF JUSTICE
Immigration and Naturalization Service
Washington, D.C. 20536

FRONT

BEST COPY AVAILABLE

Transportation

COMPETENCY	COMPETENCY NUMBER
Locate means of transportation	6.1
Locate a place	6.2
Buy transportation services	12.1
Use transportation systems, e.g., by foot, on the bus, subway, train, plane	12.2
Handle emergencies	12.3
Give directions	12.4

IDEA SUGGESTED BY:

Fred Ligon

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Locate means of transportation

LEVEL: A

GENERAL TECHNIQUE: Sight Word Recognition (Literacy Activity)

6.1
(T – 2)

Estimated Time

10 minutes

Objective

Students can identify transportation signs.

Materials

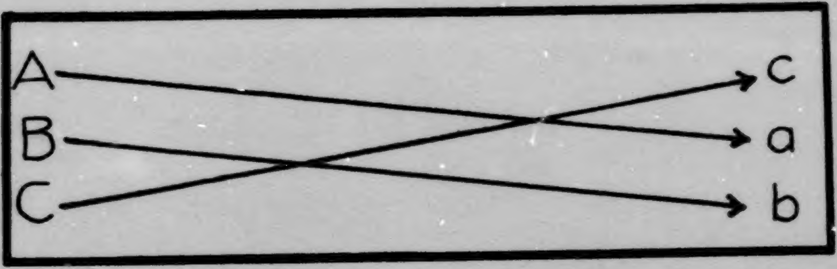
Matching Grid (see attached)

Directions

1. Introduce the following sight words:

STREET	(ST.)	BUS
ROAD	(RD.)	BUS STOP
AVENUE	(AVE.)	EXIT

2. After the students are familiar with these words and their meanings, distribute the "Matching Grid" to individual students or to pairs of students.
3. The students draw a line from the sight word to its abbreviation or to the picture that represents it.
4. Review by pointing to the picture or abbreviation and asking the students to say the name.



STREET

ROAD

AVENUE

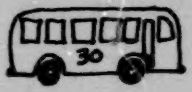
BUS STOP

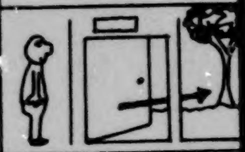
BUS 13

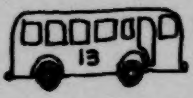
BUS 30

EXIT

AVE.

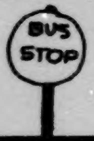






ST.

RD.



Adapted from **In Sight** *by Fred Ligon, The Experiment in International Living.*

IDEA SUGGESTED BY:

Fred Ligon

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Locate means of transportation; Locate a place

6.1
6.2
(T–3;
D–2, 6)

LEVEL: A, B

GENERAL TECHNIQUE: Drills

Estimated Time

1 hour

Objective

Students can give directions to different destinations by bus.

Materials

Worksheet (see other side)
Markers (or tokens)

Directions

1. The teacher or a student asks:

   "Where is the *drug store*?"
   (place)

   A second student responds by:

   a) saying, "On Orange Avenue"
   b) putting a marker on the drug store
   c) drawing a circle around the drug store
   d) pointing at the drug store

   This exchange can continue until all the sight words on the worksheet have been identified.

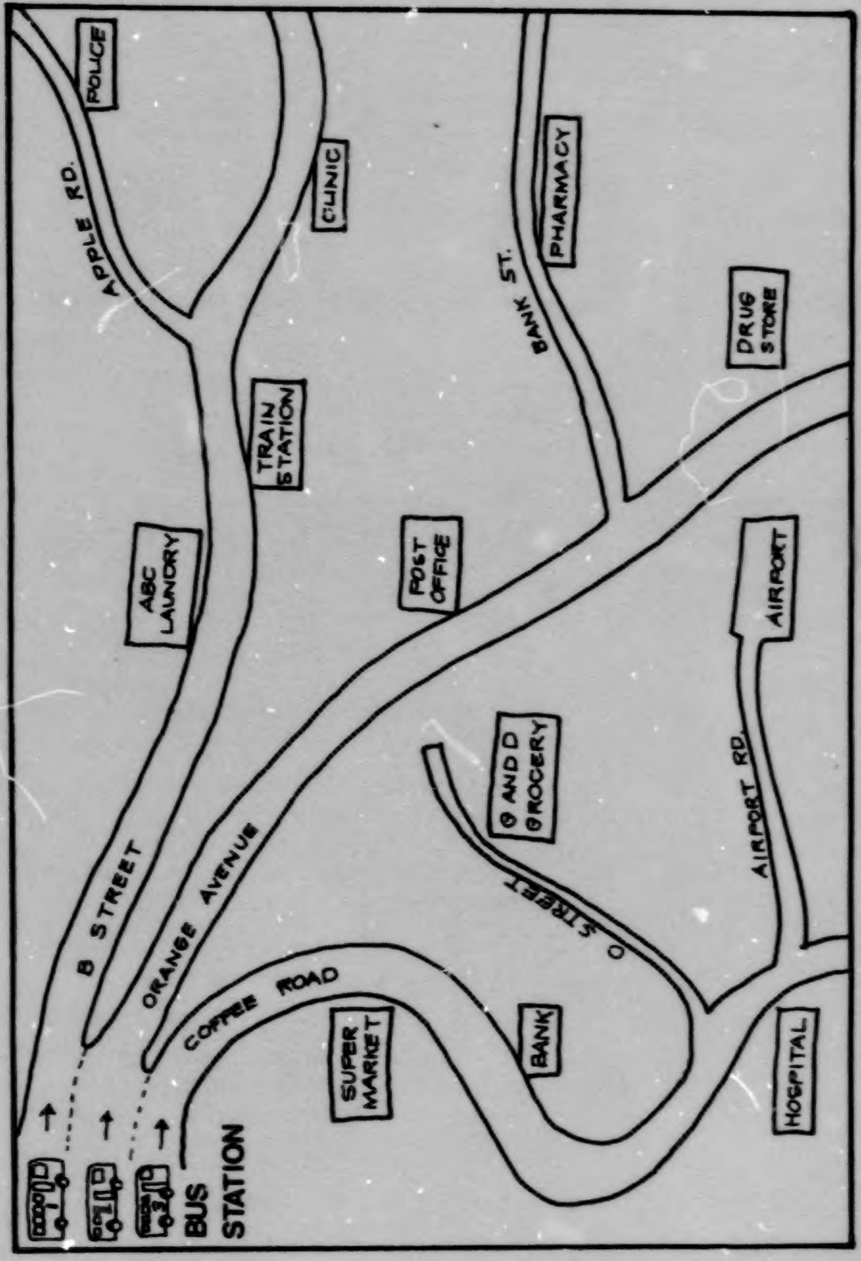
2. A student can ask, "What bus do I take?" A second student can respond by:

   a) saying, "Bus #2"
   b) putting a marker on Bus #2
   c) pointing at Bus #2

   When doing this activity in small groups, one student in each group can "lead." The other students can indicate on their own worksheets that they understand. Students can take turns asking the questions.

   A student can draw the route that the bus would take

   – with her/his finger
   – with a pencil


POLICE
APPLE RD.
CLINIC
PHARMACY
BANK ST.
DRUG STORE
TRAIN STATION
ABC LAUNDRY
POST OFFICE
AIRPORT
G AND D GROCERY
AIRPORT RD.
B STREET
ORANGE AVENUE
D STREET
COFFEE ROAD
SUPER MARKET
BANK
HOSPITAL
1
2
3
BUS STATION

Taken from **In Sight** *by Fred Ligon, The Experiment in International Living.*

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Locate a place

LEVEL: A

GENERAL TECHNIQUE: Substitution Drills
Flashcards (Literacy Games)

6.2
(D–2, 5)

Estimated Time

30 minutes

Objective

Students can locate a place.

Materials

Sight word cards for places in a town

Directions

1. Review the sight words for previously learned names of places in a town.
2. Post the cards with the sight words in different locations in the classroom.
3. Call out the name of the location (e.g., Hospital) and ask students to point to the appropriate card.
4. Introduce the question, "Where is the hospital?" Point to the correct sight word and say, "Over there."
5. Continue pointing to other sight words and ask, "Where is the *(place)*?" The students respond with "Over there."
6. Half of the class asks, "Where is the *(place)?* " and the other half of the class responds by pointing and saying, "Over there."
7. Then two students demonstrate by asking and answering the question in front of the class.
8. The students are divided into pairs. Each pair gets a list of the sight words that are posted in the room. Students take turns going down the list and asking each other the locations of the different places.
9. Introduce common direction expressions, e.g., "Turn right," "Turn left," "Go straight." The students practice following the directions given by the teacher in answer to the question, "Where is the_____?"
10. Ask one student to go out of the room. Move the sight word cards to different locations in the room and turn over the cards so the words cannot be read. The student returns to the class. Ask the student, "Where do you want to go?" Based on the student's response, give the student directions, "Go straight, "Turn left," etc., until the student reaches her/his destination. S/he turns over the card and sees if s/he has responded correctly to the directions.

Variation

Higher levels can give the directions to each other.

IDEA SUGGESTED BY:

Steven de Bonis

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Locate a place

LEVEL: B, C

GENERAL TECHNIQUE: Use of Visuals
Rejoinder Drills

6.2
(D–2, 5,
10)

Estimated Time

1 hour

Objective

Students can locate a place.

Materials

Preposition Map and cutouts of places in a city (see attached)

Directions

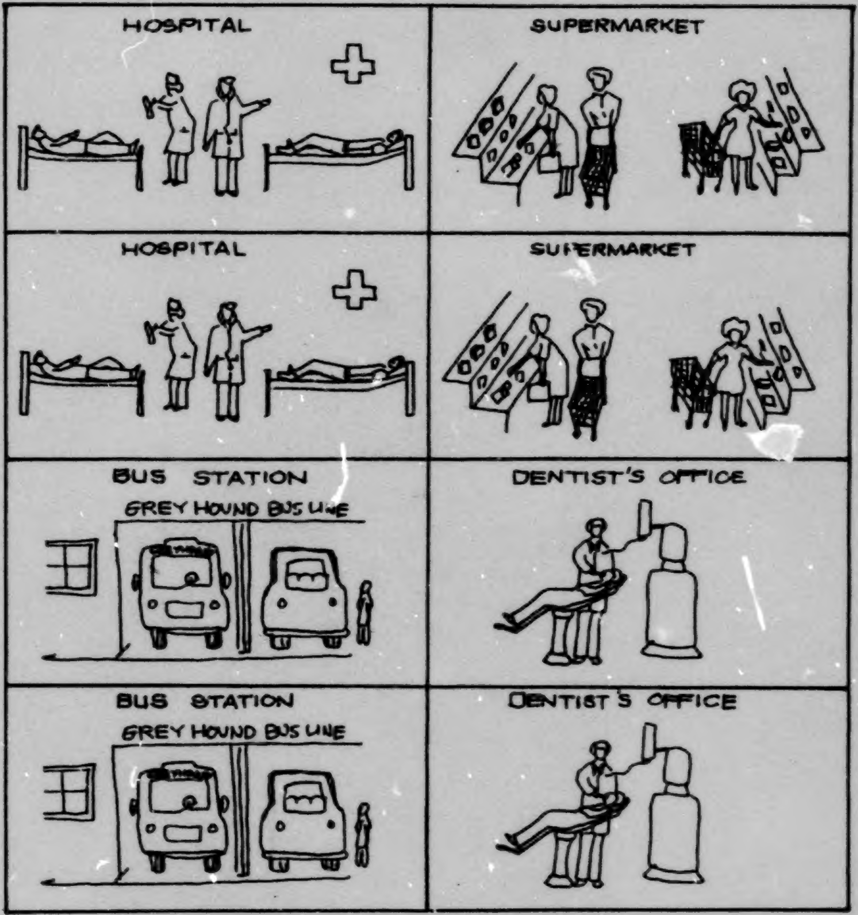
1. Review the sight words of places in a city with the class. They should be words that the students already know.
2. Introduce the prepositions "next to," "across from" and "between" by showing locations on a map or by using the locations of students or items in the classroom.
3. The students practice asking, "Where is the *desk?*"
   (item)
   and answering: "It's next to the *window.*"
   (place)
   or "Where is *Chao?*"
   (student)
   "He's between *Chue* and *Ma.*"
   (student) (student)
4. A pair of students (Pair A) come to the front of the class where the Preposition Map is taped to the chalkboard.
5. Another pair of students (Pair B) sit at their desks with the Preposition Map in front of them. They arrange the cutouts on the map in any way they choose. Nothing should be put on the spaces with an "X." The rest of the class look at Pair B's map, but the students at the board cannot see the map.
6. Pair A ask the questions that appear at the bottom of their map: "Where is the hospital/market/bus station/dentist's office?"
7. Pair B answer, based on the arrangement of their map (e.g., "across from the school"; "next to the doctor's office").
8. Pair A tape the cutouts to their map in accordance with the responses of Pair B. If mistakes are made, the other students can help.
9. When all the questions have been asked, the students compare the two maps to see if they are the same.

10. Half of the class then ask questions, "Where is the_____?" Is the_________next to the________?" and the other half answer "Next to/across from the ________" or "Yes/no."

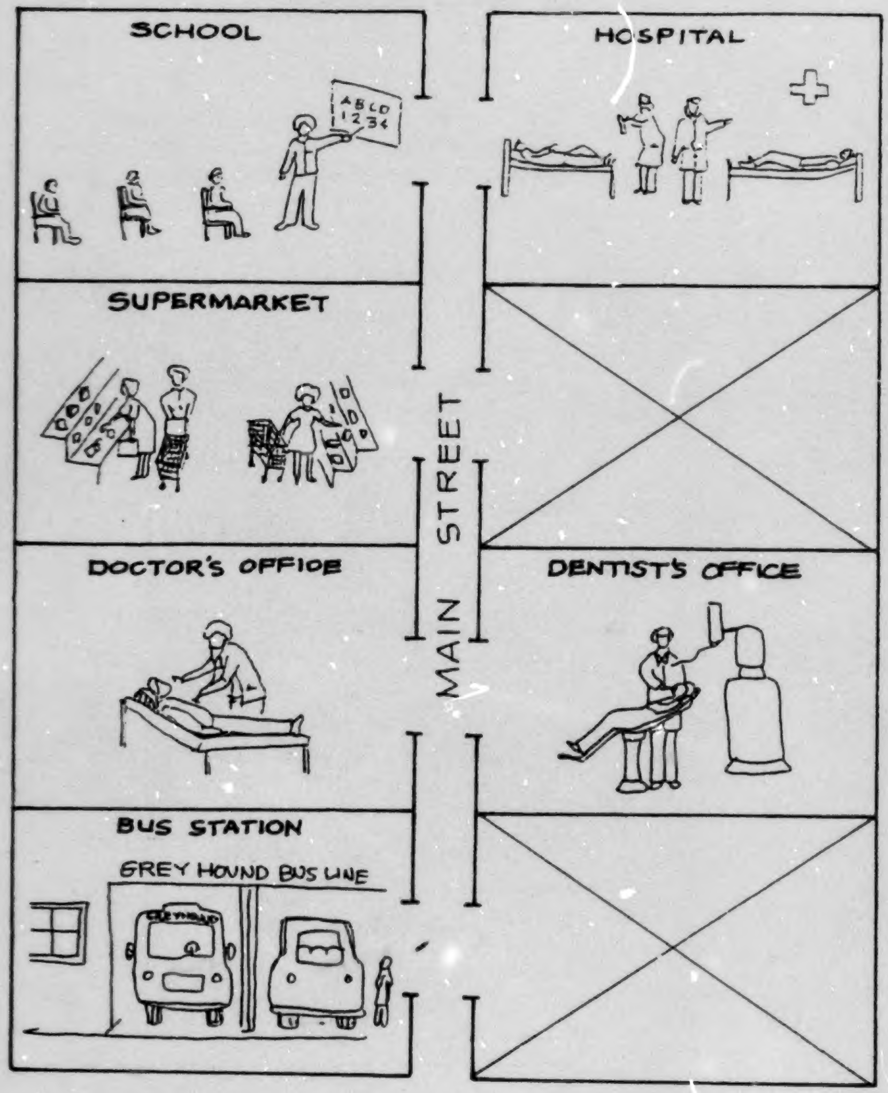
Variation

This activity can be done as a *dyad activity* (see General Techniques) with the students sitting back to back, each with a map and cutouts. Two to three students should be on each side to help if mistakes are made.

CUTOUTS

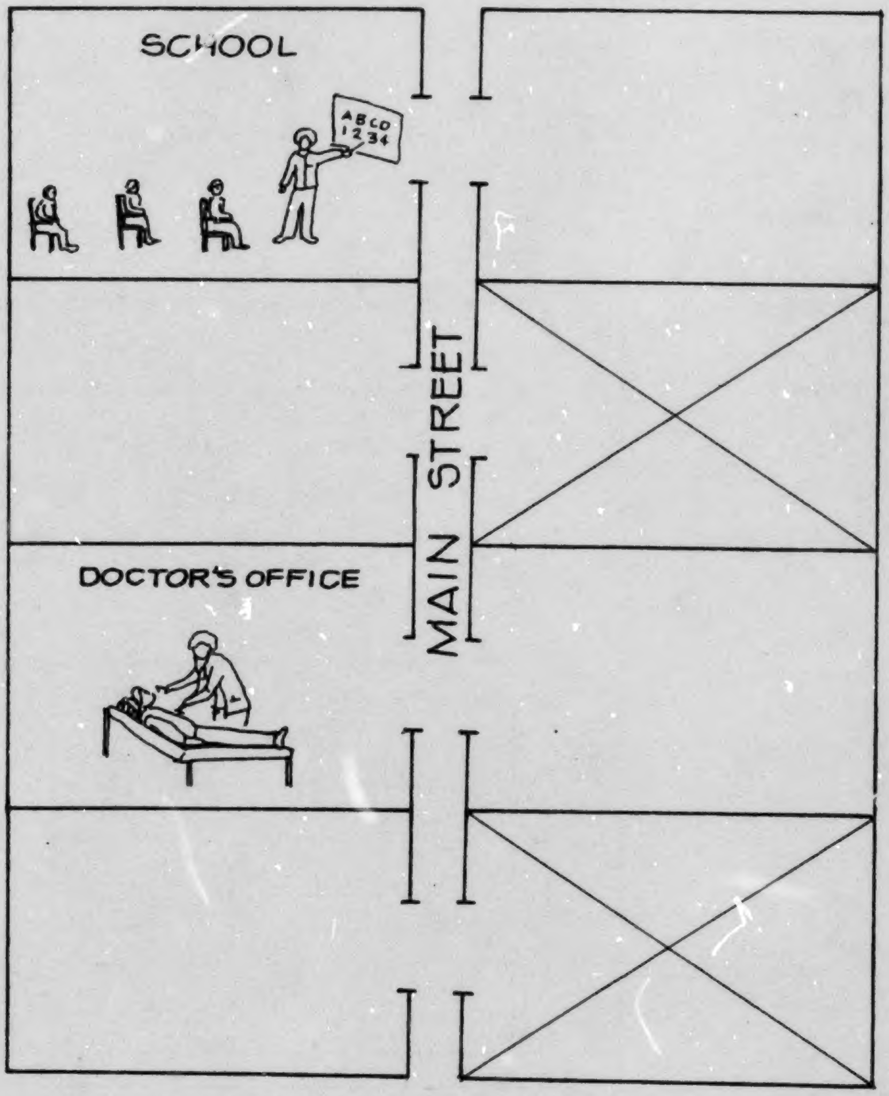

HOSPITAL
SUPERMARKET
HOSPITAL
SUPERMARKET
BUS STATION
GREY HOUND BUS LINE
DENTIST'S OFFICE
BUS STATION
GREY HOUND BUS LINE
DENTIST'S OFFICE

SAMPLE COMPLETED MAP


SCHOOL
ABCD
1234
HOSPITAL
SUPERMARKET
MAIN STREET
DOCTOR'S OFFICE
DENTIST'S OFFICE
BUS STATION
GREY HOUND BUS LINE

1. Where's the hospital?
2. Where's the supermarket?
3. Where's the bus station?
4. Where's the dentist's office?

PREPOSITION MAP


SCHOOL
ABCD
1234
DOCTOR'S OFFICE
MAIN STREET

1. Where's the hospital?
2. Where's the supermarket?
3. Where's the bus station?
4. Where's the dentist's office?

IDEA SUGGESTED BY:

Steven de Bonis

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Locate a place

LEVEL: C

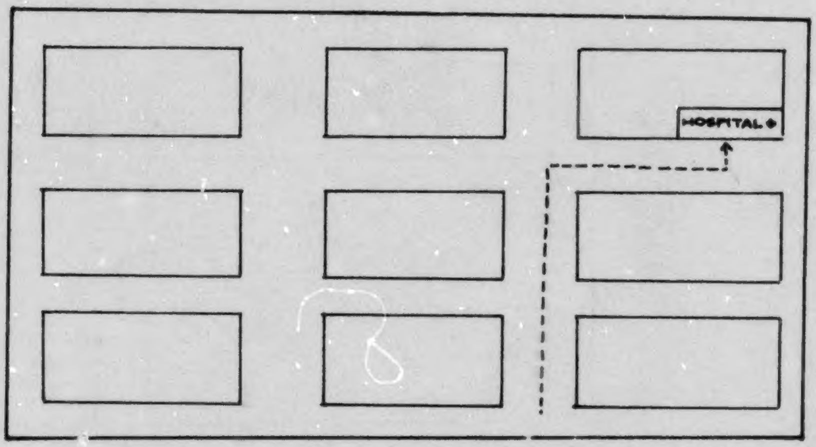
GENERAL TECHNIQUE: Direction Drills

6.2
(D–2, 5, 10)

Estimated Time	1 hour
Objective	Students can locate a place by following oral directions.
Materials	A large map composed of rectangles representing city blocks 3 x 5 cards Sight word "HOSPITAL" card (3 x 5)

Directions

1. Put a large grid on the board and tell the students that this is a map of a city. Point out the streets and the blocks.



2. Using your fingers, "walk" down a street of the city and say, "Go straight." Repeat the action on other streets until students can understand and produce the command, "Go straight."
3. Introduce "Turn left," "Turn right," "Go one block," "On the corner" following the procedure in step 2.
4. When the students have practiced the individual directions in a large group, ask one student to come to the map and another student to give her/him directions. Student 1 follows the directions by tracing the route on the map.

5. After the students have had practice giving and following the directions, put the sight word card "HOSPITAL" on the map. Two students come to the map and have the following exchange:

   A: Where is the hospital?
   B: Go straight two blocks and turn right. Go straight one block. It's on the left corner.

   As Student B gives the directions, Student A follows the route on the map with her/his fingers.

6. Change the position of the sight word "HOSPITAL." Additional pairs of students practice giving and following directions as in step 5.

7. Ask one student to close her/his eyes (or leave the room). Put the "HOSPITAL" card face down on the map. Also put 4 blank cards of the same size on the map.

8. The student opens her/his eyes or returns to the room and asks, "Where is the hospital?" The other students give directions which the student follows with her/his fingers. When the student reaches the card which s/he believes represents the hospital, s/he pulls it from the map. If "HOSPITAL" is written on the other side of the card, the student has followed the directions correctly.

9. Additional students can practice following directions given by the class or the class can be divided into small groups. Each group is given a map and cards to perform the above activity.

Variation

Additional sight words for places in a town can be added, and students can give directions to other locations.

IDEA SUGGESTED BY:

U. Nilawati Hadi Santosa

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Locate a place

LEVEL: C, D, E

GENERAL TECHNIQUE: More Use of Rods

6.2
(D–2, 5,
10)

Estimated Time

30 minutes

Objective

Students can ask and follow directions.

Materials

Rods
Large sheets of paper
Markers

Directions

1. Write on the board the names of places that the students are already familiar with:

HOSPITAL	TRAIN STATION
MARKET	CLINIC
BUS STATION	SHOE STORE
	SCHOOL

2. Divide the class into small groups.
3. Give each group a large sheet of paper, markers and rods of different colors and sizes.
4. Ask each group to make a city map by drawing in streets on the paper and writing names on each street.
5. Then tell the students in each group to assign a name of a place to different length/color rods and to put the rods at various locations on the map.
6. Walk around the room and ask the students by group: "What is this building?"
7. After the cities are planned and the students remember which rod signifies which place on their own maps, divide each group in half. Half go to another group where they ask directions to the places listed on the board ("Where is the *hospital*?").
   (place)

   The other half stay in the original group and give directions to students from another group.

Variation

After students have built their own towns/cities, the teacher can use a map of a place familiar to the students and the students can practice giving directions.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Buy transportation services

LEVEL: All

GENERAL TECHNIQUE: Role Play

12.1
(T–4)

Estimated Time

1 hour

Objective

Students can wait for, board, pay fares, ride, and get off a bus.
Students can act appropriately on a bus in the U.S.

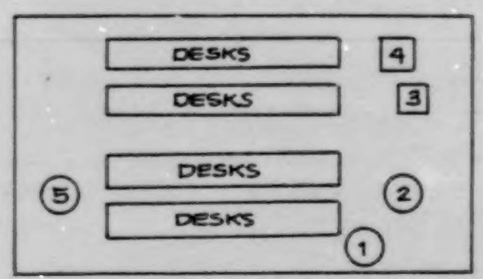
Materials

Fare box
Play money (change for all students except two)
Role play cards (see other side)
Bus transfers

Directions

1. Introduce sight word vocabulary: BUS STOP, EXACT CHANGE, ENTRANCE, EXIT, NO SMOKING, NO SPITTING, PUSH.

2. The classroom is set up like a bus in the following diagram:



1. BUS STOP
2. ENTRANCE
3. FARE BOX
4. DRIVER
5. EXIT

Post the sight word signs in appropriate places. There should be fewer seats than passengers so some students will have to stand.

3. One student is the driver, 8 students are passengers waiting at the bus stop and the other students are passengers already on the bus. Each of the students at the bus stop has a card that describes her/his role. Low level students may need to have their roles explained to them if their reading ability is low. (See sample roles on other side.)

4. The driver stops at the bus stop, and the individual passengers board at the front and pay their fare. Each student enters individually and follows the role on her/his card. The other students should respond to this role as they think Americans would.

5. When all passengers have boarded the bus, the simulation is finished.

6. High level classes can then be divided into groups and discuss why it is unacceptable in America to smoke, spit, not have exact change, be drunk, etc. on public buses. The students can explain how the same situation would be handled in their own countries.

SAMPLE ROLES

You are the driver.
You are an old person. Get on the bus last.
Ask the driver if this bus goes downtown.
Tell the driver you want a transfer.
Ask the driver how to go to the Young Hotel.
You are smoking on the bus.
You don't have exact change. You ask the bus driver for change.
You have exact change. Pay the fare and sit down.

IDEA SUGGESTED BY:

Sesinando de Sagun

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Buy transportation services

12.1
(T–1, 7)

LEVEL: A, B

GENERAL TECHNIQUE: Dialogues

Estimated Time

1-2 hours

Objective

Students can buy tickets.

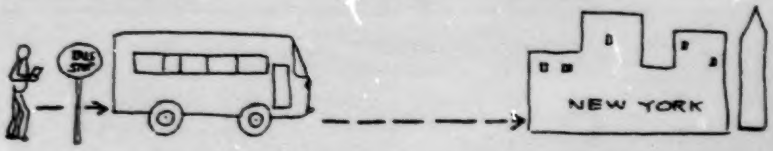
Materials

Pictures (see attached)

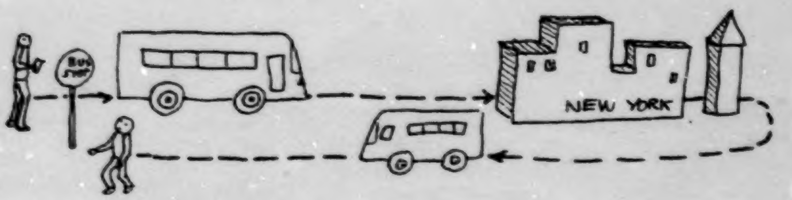
Directions

1. Introduce "one-way" and "round-trip" by drawing the following pictures on the board:

a.



b.



2. Based on the picture that the teacher points to, the students respond with "one-way" or "round-trip."
3. Draw a picture of a child and a picture of an adult and introduce the vocabulary "child," "adult." Add another adult and another child and teach, "2 adults and 2 children."
4. The students practice responding to picture cues of 1, 2, 3, etc. adults and 1, 2, 3, etc. children.
5. Put up a picture series:
   - A man walking to the bus station
   - The man talking to a clerk over the counter
   - The man boarding the bus
   - The man getting off the bus
   - The man in New York
   - The man getting on a bus
   - The man arriving home

6. Pointing to the pictures (and using roc or puppets), introduce the dialogue (see General Techniques):

   Clerk: May I help you?
   Man: I need a round-trip ticket to New York.
   Clerk: How many?
   Man: One. How much is the ticket?
   Clerk: $65.00.
   Man: (pays) Thank you.

7. After the students have practiced this dialogue (large groups, small groups, pairs), put up the next picture series:

   - A man and a child walking
   - The man and the child at the bus station
   - The man talking to the clerk
   - The man and child getting on the bus
   - The man and the child getting off the bus
   - The man and child in New York

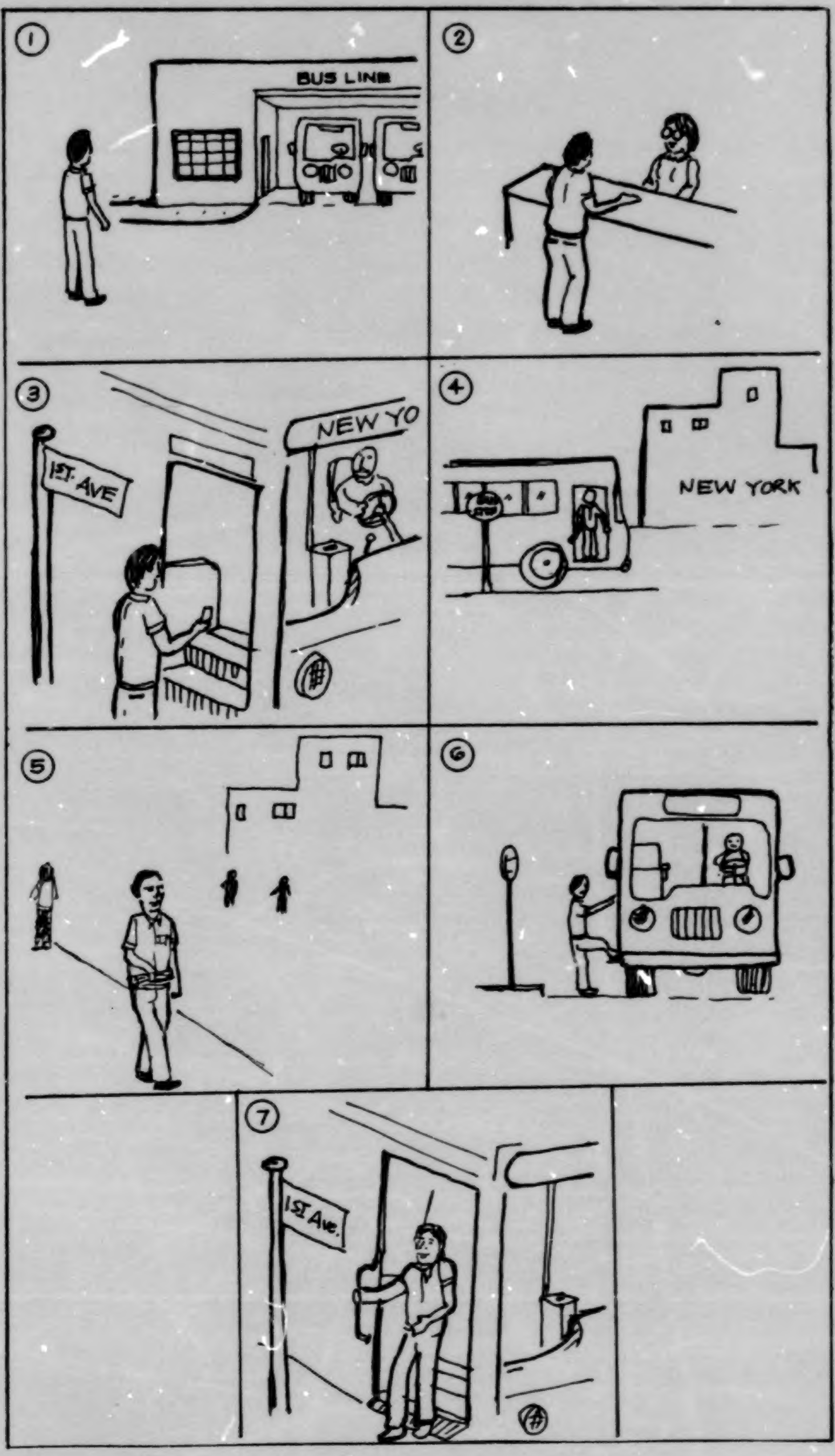
8. Present the following dialogue:

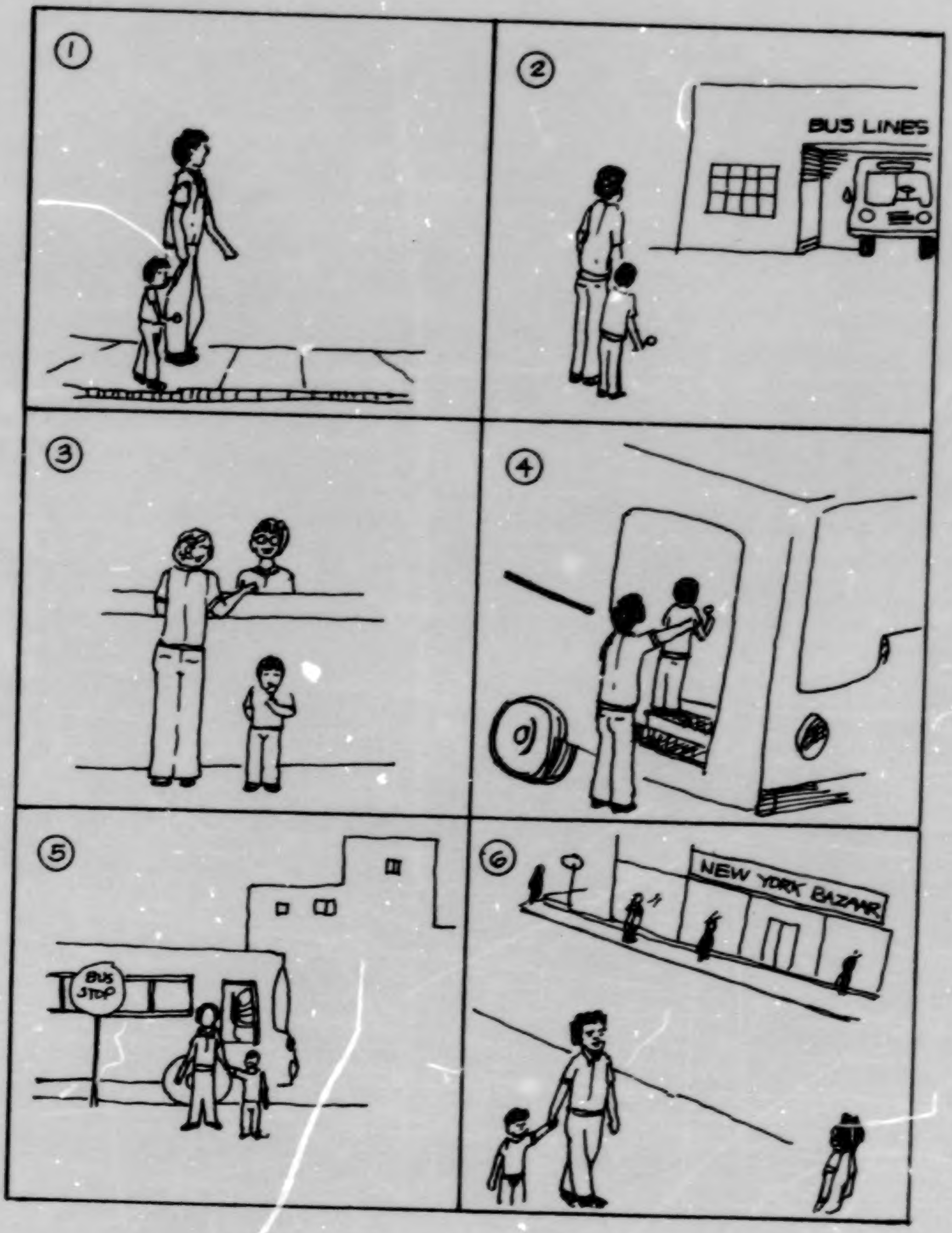
   Clerk: May I help you?
   Man: I need two one-way tickets to New York.
   Clerk: How many?
   Man: Two tickets; one adult and one child.
   Clerk: That's $50.00.
   Man: (pays) Thank you.

Variations

The dialogues can be changed to include two adults, round-trip; two adults, one-way; one adult, two children, round-trip; etc.; by adding extra people to the picture; by taking away the return picture in the 1st dialogue; or adding a return trip picture in the 2nd dialogue.

NOTE: The Integrated Program at Bataan uses a translator to explain cultural concepts (e.g., concept of child's ticket being cheaper than an adult's).


①
BUS LINE
②
③
1ST AVE
NEW YO
④
NEW YORK
⑤
⑥
⑦
1ST Ave.


①
②
BUS LINES
③
④
⑤
BUS STOP
⑥
NEW YORK BAZAAR

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Buy transportation services

LEVEL: A, B

GENERAL TECHNIQUE: Role Play

12.1
(T–1, 7)

Estimated Time

1 hour

Objective

Students can buy one-way or round-trip tickets.

Materials

Signs: NEW YORK, CHICAGO, LOS ANGELES
Tickets to: Chicago, one-way; Chicago, round-trip; New York, one-way; New York, round-trip; Los Angeles, one-way; Los Angeles, round-trip (several copies of each) (see samples)
$600 in play money for each student
3 large signs that say TICKETS
Cue cards for each student (see samples)

Directions

1. Post the signs that say NEW YORK, CHICAGO, LOS ANGELES in three different parts of the room.
2. Give the command "Go to New York" to individual students. The students follow the command.
3. Introduce "one-way" and "round-trip" by going to the sign for one city and staying there or going to the city sign and then returning to the original location.
4. Give commands to the students, "Go to New York, one-way" or "Go to Chicago, round-trip." The students follow the commands.
5. Show a ticket (attached) and ask individual students to follow the directions on the ticket. (A-level students should be able to "read" the tickets by following the arrows and matching the city sight word with the posted name of the city.)
6. Introduce the following dialogue (see General Techniques: *Dialogues*):

   Clerk: May I help you?
   Customer: *Two* tickets to *New York*, please.
   Clerk: One-way or round-trip?
   Customer: *One-way*, please.
   Clerk: (gives appropriate tickets) That's ___$___.
   Customer: (pays)
   Clerk: Thank you.
   Customer: Thank you.

7. After the students have practiced the dialogue, give each student a cue card (attached) with the name of the destination and the number of tickets s/he wants.

8. The class is divided into three groups: one group sits in the New York area, one in Chicago and one in Los Angeles. Three of the better students can act as the ticket agents. The other students are travellers. (If the class is at a very low level, the teacher can be the ticket agent and all students can start from one location.)

9. Each group forms a line at its ticket counter. Students request tickets based on the information on their cue cards. (The activity can also be done without cue cards and students can ask for whatever they want.)

10. Each student performs the dialogue, pays the appropriate amount of money and then follows the directions on the ticket s/he has purchased. For example, if s/he has bought a one-way ticket to Chicago, s/he goes to Chicago and sits down. If s/he has bought a round-trip ticket, New York-Los Angeles-New York, s/he goes to Los Angeles and then comes back and sits in the New York seat.

11. When all students have finished, look at the new distribution of students and check their tickets to see if they have followed their tickets' directions.

SAMPLE TICKETS:

NEW YORK – CHICAGO
→ one-way
$100

NEW YORK-LOS ANGELES
→ one-way
$150

NEW YORK-CHICAGO-NEW YORK
→ round-trip
←
$200

NEW YORK-LOS ANGELES-NEW YORK
→ round-trip
←
$300

CHICAGO-NEW YORK
→ one-way
$100

LOS ANGELES-NEW YORK
→ one-way
$150

CHICAGO-NEW YORK-CHICAGO
→ round-trip
←
$200

LOS ANGELES-NEW YORK-LOS ANGELES
→ round-trip
←
$300

CHICAGO-LOS ANGELES
→ one-way
$125

LOS ANGELES-CHICAGO
→ one-way
$125

CHICAGO-LOS ANGELES-CHICAGO
→ round-trip
←
$250

LOS ANGELES-CHICAGO-LOS ANGELES
→ round-trip
←
$250

SAMPLE CUE CARDS FOR STUDENTS:

NEW YORK
→
1

CHICAGO
⇄
2

LOS ANGELES
⇄
1

NEW YORK
→
2

CHICAGO
→
1

IDEA SUGGESTED BY:

MF Amir

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Buy transportation services

12.1
(T–1, 7,
11)

LEVEL: B, C

GENERAL TECHNIQUE: Use of Visuals: Make Sentence or Dialogue

Estimated Time

45 minutes

Objective

Students can purchase tickets and ask for information about departure and arrival times.

Materials

Picture Cue visual (see sample)

Directions

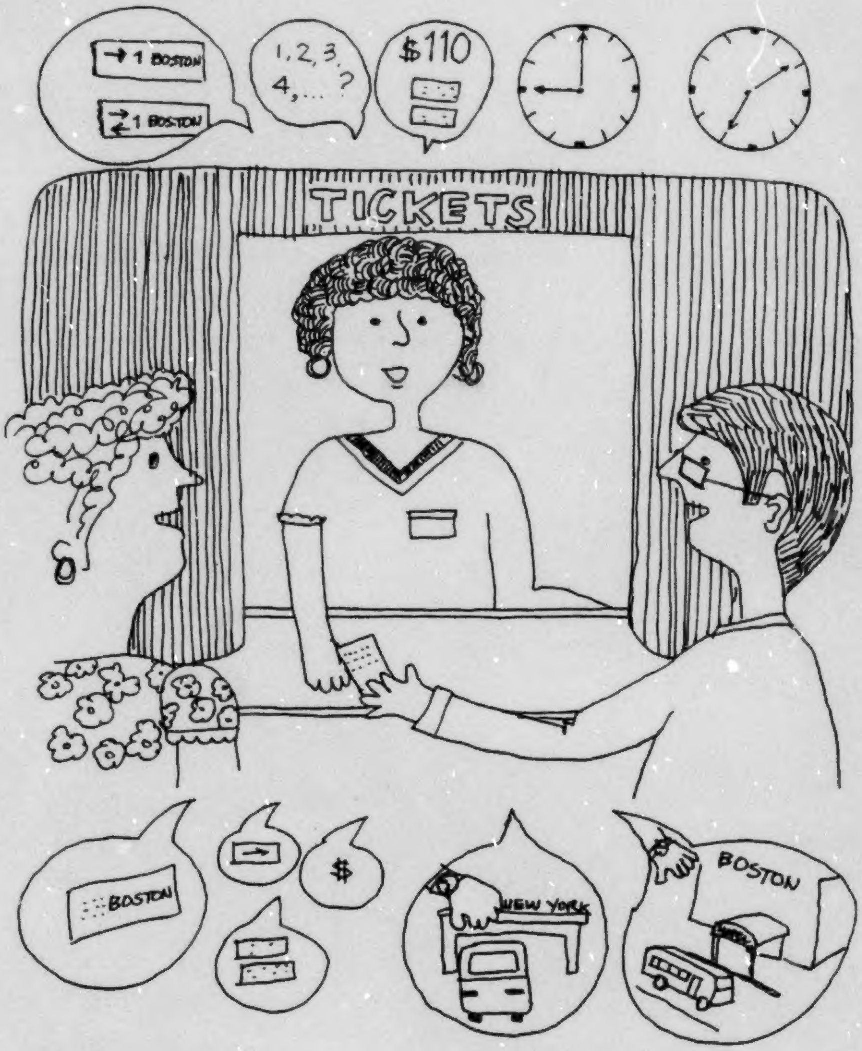
1. Using the picture cue, elicit an appropriate dialogue from the students about purchasing a bus ticket for Boston. Using a pointer, elicit the question: "May I help you?" from the ticket seller by drawing a question mark.
2. Then elicit a response from the customer by pointing to the first lower bubble representing a ticket to Boston.
3. A complete dialogue can be elicited by pointing to each subsequent bubble of the ticket seller and the customer.
4. Students may produce a variety of questions and responses, but any correct and appropriate language should be accepted. For example, students may produce:

   What time does the bus leave?
   What time does the bus leave for Boston?
   When does the bus leave?
5. When the students have created a complete dialogue based on all the picture cues, the process may be repeated. The teacher or one of the students can write the dialogue on the board, and pairs of students can practice.

   A dialogue such as the following may emerge:

   A: May I help you?
   B: I'd like to buy a ticket to Boston.
   A: One-way or round-trip?
   B: One-way.
   A: How many?
   B: Two, please. How much?
   A: $110 for two tickets.
   B: What time does the bus leave?
   A: At 9:00 A.M.
   B: And what time does the bus arrive in Boston?
   A: At 1:35 P.M.
   B: Thank you.

PICTURE CUE


→ 1 BOSTON
⇄ 1 BOSTON
1, 2, 3, 4, ... ?
$110
TICKETS
BOSTON
$
NEW YORK
BOSTON

6. Using classroom realia, pairs of students can then role play the dialogue for the entire class.

IDEA SUGGESTED BY:

Liz Conroy

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Buy transportation services

LEVEL: C, D

GENERAL TECHNIQUE: Narrative

12.1
(T–7)

Estimated Time

30 minutes -- 1 hour (depending on the number of stories used)

Objective

Students can ask and answer questions about transportation services.

Materials

Stories (See below)

Directions

1. Write one of the stories below on the chalkboard.
2. Read the paragraph aloud while the students follow silently. Read each sentence twice, the first time slightly more slowly than the second. Then read each sentence again, having the students repeat.
3. The students, working in pairs or small groups, have 10 minutes to prepare five questions based on the story. The students should be encouraged to use as many question words as possible.
4. Each pair or group of students ask their questions to students in other groups.
5. This activity can be repeated with another of the stories on the same day or on a different day.

Variation

Read the story to the students without writing it on the board. The students must then write questions based on what they can remember.

Story #1

Ann goes to school by bus. She waits for bus #32 at the bus stop on the corner. At 8:00 the bus comes and Ann gets on. She puts her fare in the box beside the driver. The fare is 65¢. She has the exact change and doesn't need a ticket or a transfer. She gets off the bus on Washington St.

Story #2

Mike goes to work by subway. He goes to the ticket counter and asks for one token. He gets a token and $4.50 in change for his $5.00 bill. He uses some of the change for a telephone call and a pack of cigarettes. He gets on the subway car that says "Riverside" and gets off at the Riverside stop.

Story #3

Lynn and her brother want to visit their cousin Lou in St. Louis. They go downtown to the train station and ask for information about the tickets. They ask questions about the departure time and the cost of the tickets. They buy 2 round-trip tickets and then get on the train that says "St. Louis."

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Use transportation systems, e.g., by foot, on the bus, subway, train, plane

12.2
(T–11,16)

LEVEL: B, C

GENERAL TECHNIQUE: Slot Drills
Pass and Switch

Estimated Time

30 minutes

Objective

Students can read bus tickets; ask and respond to questions about departure and arrival times.

Materials

Bus tickets with different information (see sample)

Directions

1. Prepare a number of "tickets" (one for each pair of students) with information about destination, date, time of departure, time of arrival, cost of ticket, one-way/round-trip. (see samples)
2. Divide the students into pairs.
3. Student 1 in each pair asks the following questions to Student 2 who has a ticket.

   Where are you going?
   How are you going?
   When are you going?
   What time do you leave?
   What time do you arrive in ________?
   How much did the ticket cost?
   Is it one-way or round-trip?

4. Student 2 answers the questions according to the information on her/his ticket.
5. When the students of each pair have finished, they pass their ticket to the next pair. The person who asked the question, now changes roles and answers the questions with a new ticket.

Variations

- Use the *concentric circle* technique (see General Techniques). The students in the outer circle ask the questions to the students in the inner circle who have the tickets. After each student has had a chance to ask the questions, s/he moves around the circle and asks the questions to a new student.
- After all the students have asked their questions, each student gets one of the tickets. The student must summarize all the information on her/his ticket into one or two sentences and then tell the class, e.g., "I'm going to Detroit by bus tomorrow at 3:00 P.M. and I'll arrive at 7:30 the next morning. I have a one-way ticket that costs $45."

AMERICAN RABBIT BUS CO.

FROM: NEW YORK

TO : WASHINGTON, D.C.

LEAVE : 8:45 a.m.

ARRIVE : 1:30 p.m

DATE : MAY 3, 1984

5800031283

FARE $35

AMERICAN RABBIT BUS CO.

FROM : SAN FRANCISCO

TO : PORTLAND

TO : SAN FRANCISCO

DEPART : 8:00 p.m.

ARRIVE : 8:15 a.m.

DATE : MAY 10, 1984

5917181082

FARE $ 75

IDEA SUGGESTED BY:

ESL Staff
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Use transportation systems, e.g., by foot, on the bus, subway, train, plane

12.2
(T–11, 13)

LEVEL: B, C

GENERAL TECHNIQUE: Use of Visuals
Rejoinder Drills
Slot Drills

Estimated Time

30 minutes

Objective

Students can read an airplane boarding pass; ask and answer questions about flight schedules.

Materials

Airplane boarding passes (one for every two students) — see sample

Directions

1. Make sample airplane boarding passes.
   Each includes:

   Flight #
   To
   Gate #
   Time
   Seat #

2. Student 1 is given a boarding pass. S/he stands in front of the class. The other students ask her/him questions about each item on the boarding pass; e.g.:

   What is your flight number?
   Where are you going?
   What gate is it?
   What's your seat number?
   When do you leave?

Variations

- Students can be divided into pairs. They sit in a line or in concentric circles. Partners ask each other questions. When the students of each pair have finished, they give the boarding pass to the next pair and repeat.
- One student goes to the front of the class. The teacher draws a large boarding pass on the board behind the student. The student should not look at it. The student asks the class questions about the boarding pass and they answer. They may ask questions back to the student to test her/his memory of their answers.

BOARDING PASS:

NEW WORLD AIR

55	7	3:50	BOSTON	15A
FLIGHT	GATE	TIME	DESTINATION	SEAT NUMBER

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Use transportation systems, e.g., by foot, on the bus, subway, train, plane

12.2
(T–9, 15, 17)

LEVEL: C, D

GENERAL TECHNIQUE: Role Play

Estimated Time

1 hour

Objective

Students can use transportation services and ask for transfers.

Materials

Chalk (or large pieces of paper and markers)
2 toy buses
Rods to represent people
Destination cards: 3 x 5 cards with the name of a place (optional)

Directions

1. The students build a town by drawing streets on the floor with chalk and placing buildings where they wish. They should label the buildings and include several bus stops. (Or students can develop the town on large pieces of paper.) Students should be encouraged to speak in English as they draw their town.
2. Put numbers on two toy buses. Using the town the students have drawn, show the class which streets the buses run on (two different bus "Lines"). One bus runs by some buildings and connects with the other bus which runs by different buildings.
3. Introduce the following questions:

   At the bus stop:

   Where does this bus go?
   Does this bus go to _________?
   Where do I get off for ________?
   Where do I transfer to go to ______?

   On the bus:

   Transfer please.
   Please tell me when we get to __________. (advanced)
4. Give each student a card with a destination (or ask students to choose their own destinations).
5. Using rods as people, the students practice asking the bus drivers (the teacher or students) the different questions.
6. Individual students "get on" the bus (manipulating their rod people), ask for a transfer, if necessary, and then get off to transfer or at their final destinations.

IDEA SUGGESTED BY:

Liz Conroy

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Use transportation systems, e.g., by foot, on the bus, subway, train, plane

LEVEL: D

GENERAL TECHNIQUE: Slot Drills

12.2
(T--19)

Estimated Time

30 minutes

Objective

Students can read schedules at the airport or at the train or bus station.

Materials

Large schedule (see other side)

Directions

1. Reproduce the plane and bus schedule on a large paper and post it in front of the room.
2. Review the sight words: ARRIVAL, DEPARTURE, DESTINATION, GATE, A.M., P.M., and introduce FLIGHT #.
3. Model questions that can be used to get information about departure, arrival times, and gate numbers, using drills (see General Techniques).

   Sample Questions:

   Where does Flight *(no.)* go?
   What time does Flight *(no.)* leave?
   What time does the bus to *(place)* leave?
   What time does the plane from *(place)* arrive?
   From what gate does the bus to *(place)* leave?
   Does Flight *(no.)* go to Boston?
4. After the students have practiced the questions and responses as a large group, students ask each other the questions.

Variation

Point to boxes on the schedule and cue the questions by saying:

T: When does . . . ?	Ss: When does flight 632 leave?
T: Does . . . ?	Ss: Does train 23 go to Chicago?
T: What time . . .?	Ss: What time does flight 416 arrive?
T: What gate . . .?	Ss: What gate does flight 747 leave from?

SAN FRANCISCO AIRPORT

Flight #	Destination	Leaves	Arrives	Gate #
632	Houston , TX	12:01	4:33	16
416	Chicago, ILL	1:25	6:10	13
529	San Diego, CA	2:15	4:15	12
127	Boston, MA	3:30	8:45	17
747	Atlanta, GA	5:10	7:55	10

BUS TERMINAL/TRAIN STATION

Bus or Train	Destination	Departure	Arrival	Gate or Track #
26	Hartford, CT	12:26 AM	1:45 AM	6
23	Rochester, NY	5:40 AM	7:56 AM	2
45	Long Island, NY	7:40 AM	12 Noon	5
41	Elizabeth, NJ	3:00 PM	8:40 PM	4
32	Washington, DC	7:45 PM	3:00 AM	1
62	Springfield, MA	9:30 PM	3:15 AM	3

IDEA SUGGESTED BY:

Il Yustiniaasih

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Handle emergencies

LEVEL: A

GENERAL TECHNIQUE: Role Play

12.3
(TE – 5)

Estimated Time	30 minutes
Objective	Students can get help in an emergency.
Materials	A purse Play money A toy gun/knife (optional)
Directions	1. Post a sign "Supermarket" and ask two of the students to go to the supermarket. Give one of them a purse with money (to use for shopping). 2. As the 2 students begin walking to the store, point a toy gun at the students, grab the purse and run out of the room. 3. Return to the class and ask the students, "What do you do?" 4. Teach the students to yell, "Help, police!" as loud as they can. 5. Have other students role play similar situations with 1 student as the robber and another as the victim. The victim must yell, "Help, police!" after being robbed. 6. Then take the role of a police officer and get information from the victim (name, address, what happened).
Variation	The role play can also take place over the phone. After the student has been robbed, s/he can call the police and practice giving her/his name and address and telling what happened.

IDEA SUGGESTED BY:

ESL Staff

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Handle emergencies

LEVEL: A, B

GENERAL TECHNIQUE: Picture Stories

12.3
(TE – 5)

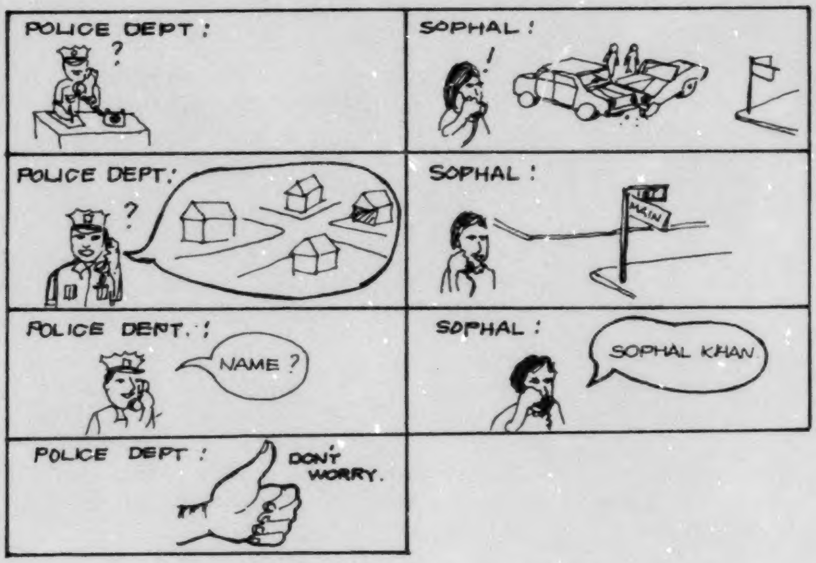
Estimated Time 1 hour

Objective Students can call the police department in an emergency.

Materials Large picture story; copies for students (see below)

Directions

1. Follow the general directions for *picture stories* (see General Techniques), using the following picture series:


POLICE DEPT :
?
SOPHAL !
!
POLICE DEPT.:
?
SOPHAL :
MAIN
POLICE DEPT. :
NAME ?
SOPHAL :
SOPHAL KHAN
POLICE DEPT :
DON'T WORRY.

2. Substitute different pictures for the "car accident" so students can practice getting help in other emergency situations.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Handle emergencies

LEVEL: D

GENERAL TECHNIQUE: Question-Answer

12.3
(TE – 8)

Estimated Time	30 minutes
Objective	Students can recognize what is and what is not an emergency and can respond appropriately.
Materials	None
Directions	1. Write the following situations on the board or read them one at a time: A heart attack A toilet is broken A robbery A fire A headache Lost money You see a fire near your house You have a cold A car accident Two people are fighting with knives A woman is having a baby You are lost 2. As each situation is presented ask, "Is this an emergency?" The class answers "Yes" or "No" and then discusses how to respond to each problem, e.g., whom to call; what to do.

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

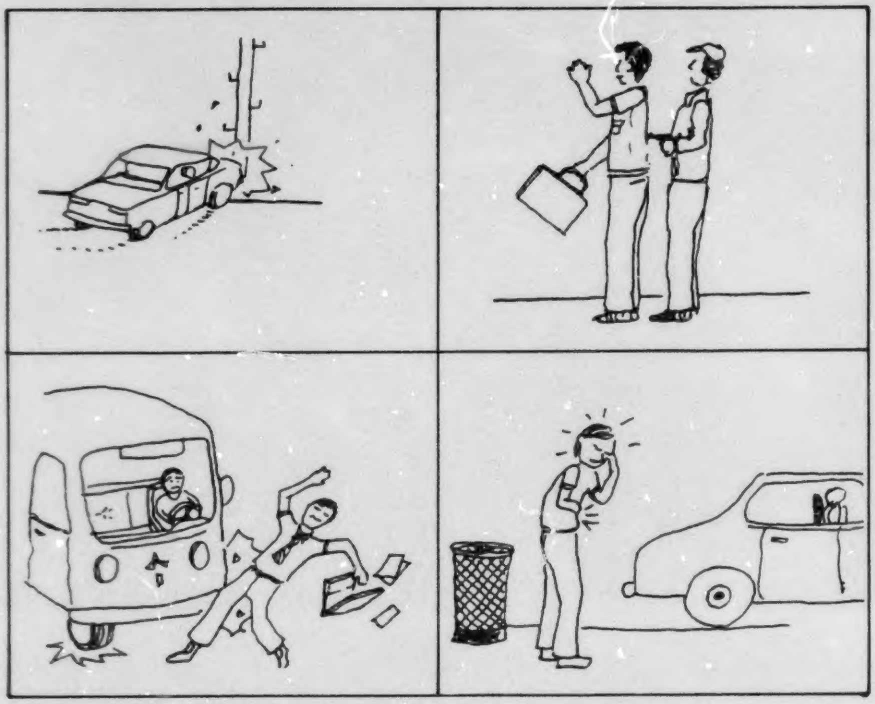
COMPETENCY: Handle emergencies

LEVEL: D, E

GENERAL TECHNIQUE: Skits

12.3
(TE–8)

Estimated Time	1 hour
Objective	Students can respond appropriately in emergency situations.
Materials	Pictures: a car accident; a person being robbed; a person hit by a bus; a person who is sick on the street (see below)
Directions	1. Post emegency pictures (see samples below) in front of the class. 2. The class is divided into small groups. 3. Each group chooses one of the pictures and writes a skit based around the picture. The groups should include the language that would be needed to get assistance in the emergency. Each group performs its skit for the class, and the students discuss the problem and appropriate response.



IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Give directions

LEVEL: C

GENERAL TECHNIQUE: Oral Dialogues
Substitution Drills

12.4
(D–5, 10)

Estimated Time

30 minutes

Objective

Students can practice giving and understanding directions.

Materials

Map of town
Strips of paper with the name of something to buy at a store

Directions

1. Put a map of a town with stores marked on it in front of the class.

2. Two students come in front of the class. One student gets a slip of paper that says, "You need some ________.
(item)

3. The two students have the following dialogue:

A: What do you need?
B: I need some *stamps.* Where can I buy them?
(item)
A: At the *post office.*
(place)
B: Where is the *post office*? (Can you tell me where
(place)
the *post office* is?)
(place)
A: (gives directions using map)
B: (follows the directions with her/his finger while Student B gives them)

4. The activity continues until several pairs of students have had a chance to give and receive directions to buy various items at different stores in a city.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Give directions

LEVEL: C, D, E

GENERAL TECHNIQUE: Repetition Drills

12.4
(D–10; CL–13)

Estimated Time

20 minutes

Objective

Students can clarify oral directions by repetition.

Materials

None

Directions

1. Give one of the following directions to the students:
   - Turn right at the next corner and walk two blocks.
   - The library is between the post office and the police station, two blocks ahead.
   - There's a gas station at the next intersection, on the right side.
   - The telephone company is near the city bank. Turn left at the next corner.
   - There's a supermarket on the other side of the street. Keep walking two more blocks.
   - Walk two blocks, then turn left. The drugstore is next to a park.
   - The library is straight ahead, across the street from the school.
2. Ask a student to repeat the directions given.
3. Respond with "right" if the directions are given back correctly or with a correction if there are mistakes in the repetition of the directions.
4. Continue giving other directions until most of the students have had a turn.

   NOTE: Speak as quickly as possible to help students improve their listening comprehension. Encourage students to ask for clarification of any part of the directions they do not understand.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Give directions

LEVEL: C, D, E

GENERAL TECHNIQUE: Listening Comprehension

12.4
(CL–7;
T–11)

Estimated Time	30 minutes
Objective	Students can clarify directions by using "Wh" questions.
Materials	None

Directions

1. Read one of the statements below to a student (allowing the entire class to hear).
   - The bus to Los Angeles will leave gate 10 at 3:30 P.M.
   - Bus number 5 goes to the shopping center. It comes in 5 minutes.
   - The bus for New York is late. It will leave at 2:15.
   - A round-trip ticket to Dallas costs $50. The bus leaves at 7:00 A.M.
   - To go to the beach, transfer to bus 82 at the next corner.
   - The bus to Washington is on time. It will leave in 30 minutes.
   - The bus from Minneapolis will arrive at gate 5 in 20 minutes.
   - It's 150 miles to Denver. It takes 3 hours to get there.
   - A one-way ticket to Boston is $26 for adults and $13 for children.
2. A second student asks the first student questions about the information in the sentence.
3. The first student answers and then the second student repeats all of the information in one sentence.

Sample exchange:

Teacher:	The bus to Los Angeles will leave from gate 10 at 3:30 P.M. (said to Student 1)
Student 2:	What time does the bus leave?
Student 1:	It leaves at 3:30 PM.
Student 2:	What gate does it leave from?
Student 1:	It leaves from gate 10.
Student 2:	Where is the bus going?
Student 1:	It's going to Los Angeles.
Student 2:	The bus to Los Angeles leaves at 3:30 P.M. from Gate 10.

Variation

To insure that all students listen to each statement, the teacher can read the statement and *then* call on the 2 students.

IDEA SUGGESTED BY: ESL Staff The Consortium: The Experiment in International Living Save the Children Federation World Education Phanat Nikhom, Thailand	**COMPETENCY:** Transportation Review **LEVEL:** B, C, D, E **GENERAL TECHNIQUE:** Pass and Switch Concentric Circle Drills	6 & 12 (T–1,8, 10)

Estimated Time

30 minutes

Objective

Students can buy and use transportation services.

Materials

Journey cards (each card illustrates a different journey) (see sample)
Transportation Grid (see sample)

Directions

1. Make a series of "journey cards" (see sample), each illustrating a different journey. The following information is on each card:
   - a place to go (name of city or country)
   - a type of transportation (picture)
   - a distance
   - an amount of time (hours or days)
   - a price
2. For higher levels, the students can divide into pairs. One student has the journey card and the other student asks questions such as:
   - Where are you going?
   - How are you going?
   - How far is it to *(place)*?
   - How long does it take?
   - How much does it cost?

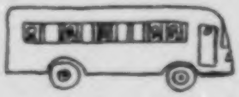
   The students asking the questions should vary the sequence in order to test comprehension. Students can play *pass and switch* or move in *concentric circles* (see General Techniques).
3. For lower levels, use the attached grid to introduce the questions. Point to appropriate columns to elicit the answers to the above questions. Then students can practice with the journey cards with the teacher or an advanced student asking the questions.

TRANSPORTATION GRID

PLACE	TRANSPORTATION	DISTANCE	TIME	PRICE
BOSTON	[pictures] (car)	100 miles	2 hours	$10 (gas)
NEW YORK	(bus)	200 miles	4 hours	$35
LOS ANGELES	(train)	2000 miles	4 days	$150
CHICAGO	(plane)	600 miles	3 hours	$150
DALLAS	(man walking)	1000 miles	1 month	$ 0

SAMPLE JOURNEY CARD

PLACE: NEW YORK
TRANSPORTATION:



DISTANCE: 200 Miles
TIME: 4 hours
PRICE: $35

Transit Process from S.E.A. to U.S.

COMPETENCY	COMPETENCY NUMBER
Handle emergencies, e.g., being lost, not being met, getting sick	19.1
Act appropriately on the plane	19.2
Meet sponsor	19.3

IDEA SUGGESTED BY:

Fred Ligon

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Handle emergencies, e.g., being lost, not being met, getting sick

LEVEL: A, B

GENERAL TECHNIQUE: Board Games (Literacy Activities)

19.1
(T – 5, 11)

Estimated Time

30 minutes — 1 hour

Objective

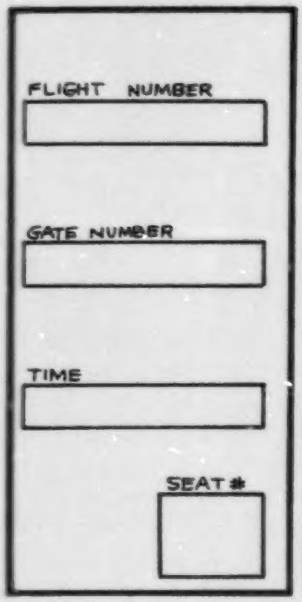
Students can read flight/gate/seat numbers and time of departure for airplane travel.

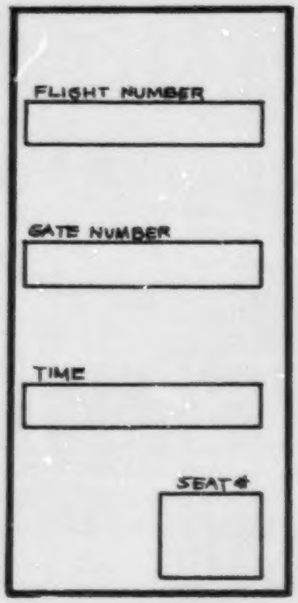
Materials

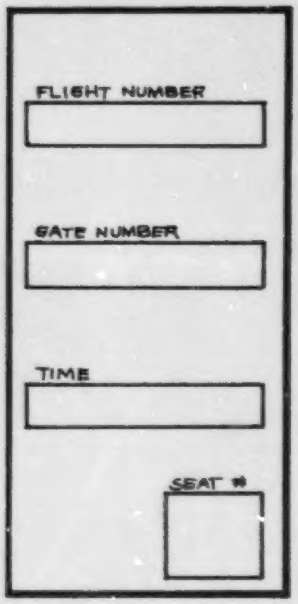
Airplane board game
Dice

Directions

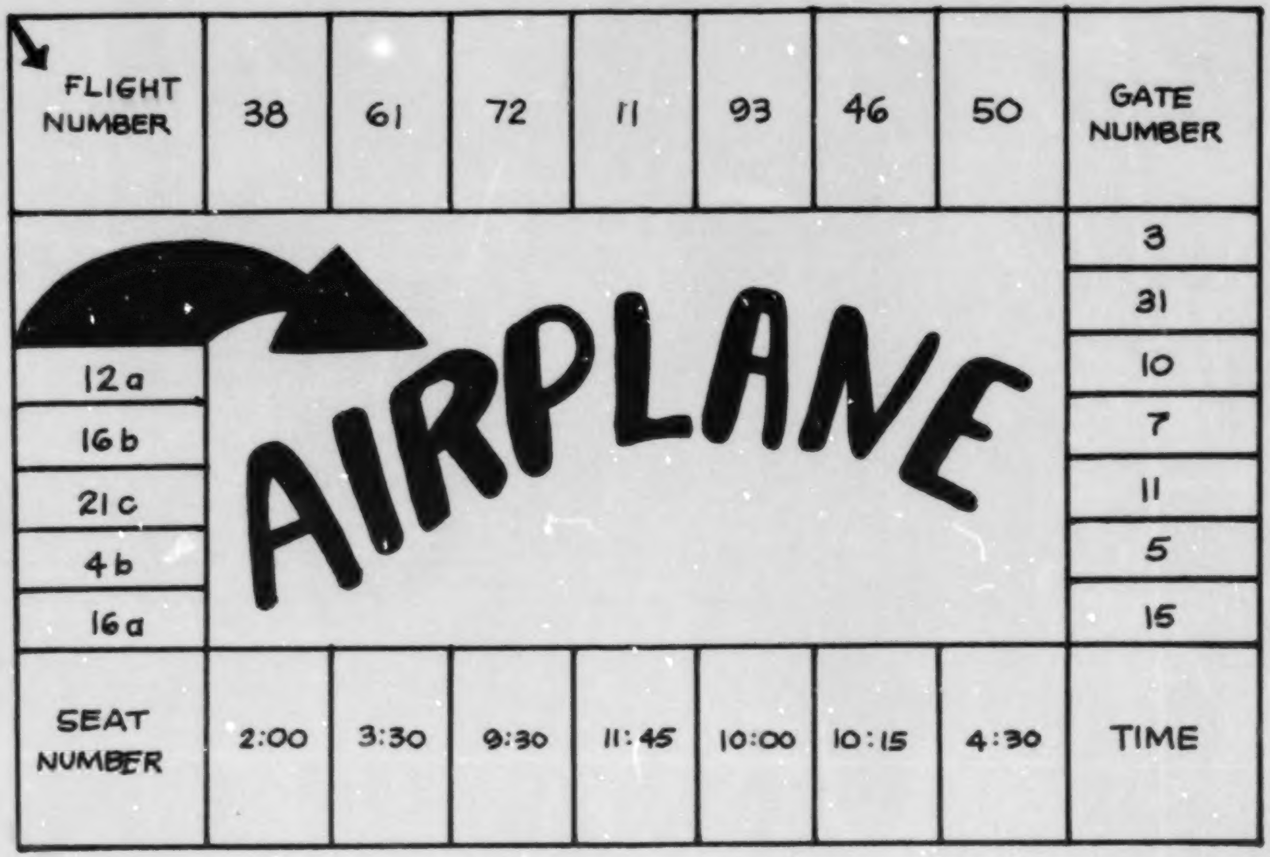
1. The Airplane board game is played in the same way as the Money Order game (see Post Office, Competency 10.5; and instructions for Literacy Board Games).


FLIGHT NUMBER
GATE NUMBER
TIME
SEAT #


FLIGHT NUMBER
GATE NUMBER
TIME
SEAT #


FLIGHT NUMBER
GATE NUMBER
TIME
SEAT #

Taken from In Sight by Fred Ligon, The Experiment in International Living.


FLIGHT NUMBER
38
61
72
11
93
46
50
GATE NUMBER
3
31
10
7
11
5
15
TIME
4:30
10:15
10:00
11:45
9:30
3:30
2:00
SEAT NUMBER
16a
4b
21c
16b
12a
AIRPLANE

IDEA SUGGESTED BY:

Center for Applied Linguistics
Manila, Philippines

COMPETENCY: Handle emergencies, e.g., being lost, not being met, getting sick

LEVEL: B, C

GENERAL TECHNIQUE: Dialogues
Role Play

19.1
(T – 5, 12)

Estimated Time

1 hour

Objective

Students can handle emergencies, i.e., getting lost at the airport.

Materials

Cards for each student with flight number and destination
Sight word INFORMATION; 7-10 gate numbers

Directions

1. Present the following dialogue (see General Techniques):

   A: Excuse me, I'm lost.
   B: Where are you going?
   A: *Detroit.*
   (place)
   B: What's your flight number?
   A: *761.*
   (number)
   B: That's gate *7 A.*
   (number)

2. Each student gets a card with a flight number and a destination on it.

   Example: Detroit, Flight 761

   Tell the students they must ask at the information desk to find out their gate numbers.

3. Post an "Information" sign and 7-10 gate number signs around the room and take the role of the information clerk. The students take turns practicing the above dialogue with the flight information from their cards.

4. After a student finds out her/his gate number, s/he walks to the section of the room where that gate number is posted.

Variations

- The students can be given seat numbers at the gates. The classroom can be set up like the interior of an airplane with numbers on each desk to represent seats. Students then find their assigned seats.
- Students can find their gate numbers without asking at the information desk by reading a large schedule. Some flights will not be listed on the schedule. The students with these flights must ask for assistance at information.

IDEA SUGGESTED BY:

Victoria Rafael and
Le Van Thuy

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Handle emergencies, e.g., being lost, not being met, getting sick

LEVEL: B, C

GENERAL TECHNIQUE: Dialogues

19.1
(T – 12)

Estimated Time

1 hour

Objective

Students can handle emergencies, i.e., not being met at the airport.

Materials

Sight word signs for airport role play: AIRPORT, INFORMATION, DEPARTURE, ARRIVAL, GATE NUMBER
Cards with sponsors' names, phone numbers

Directions

1. Review the pronunciation of letters of the alphabet by writing them on the board, having students read them, and then having students write them in a dictation.

   Note: Pay special attention to letters that Southeast Asians have problems pronouncing, e.g., S, H, X, V, A, F, Z, C.

2. Ask the students to spell their own names and to spell others' names by reading them from cards.

3. As the student spells the names, write what you hear. If there are any problems, the student should practice pronouncing the problem letters correctly.

4. Put up sight words, AIRPORT, INFORMATION, ARRIVAL, DEPARTURE, etc. to simulate an airport.

5. Present the following exchange (see General Techniques: *Dialogues*) at the Information Desk at an airport.

   A: Excuse me. Can you help me call my sponsor?
   B: Yes. Who is your sponsor?
   A: ______(name)______.
   B: How do you spell his/her name?
   A: ______(spells name)
   B: What's his/her phone number?
   A: ______(phone number)______.
   B: What's your name?
   A: ______(name)______.
   B: How do you spell it?
   A: ______(spells name)

6. Each student gets a card with a sponsor's name and phone number. The students practice the dialogue with special attention to spelling names so that an American can understand.

IDEA SUGGESTED BY:

Fred Ligon

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

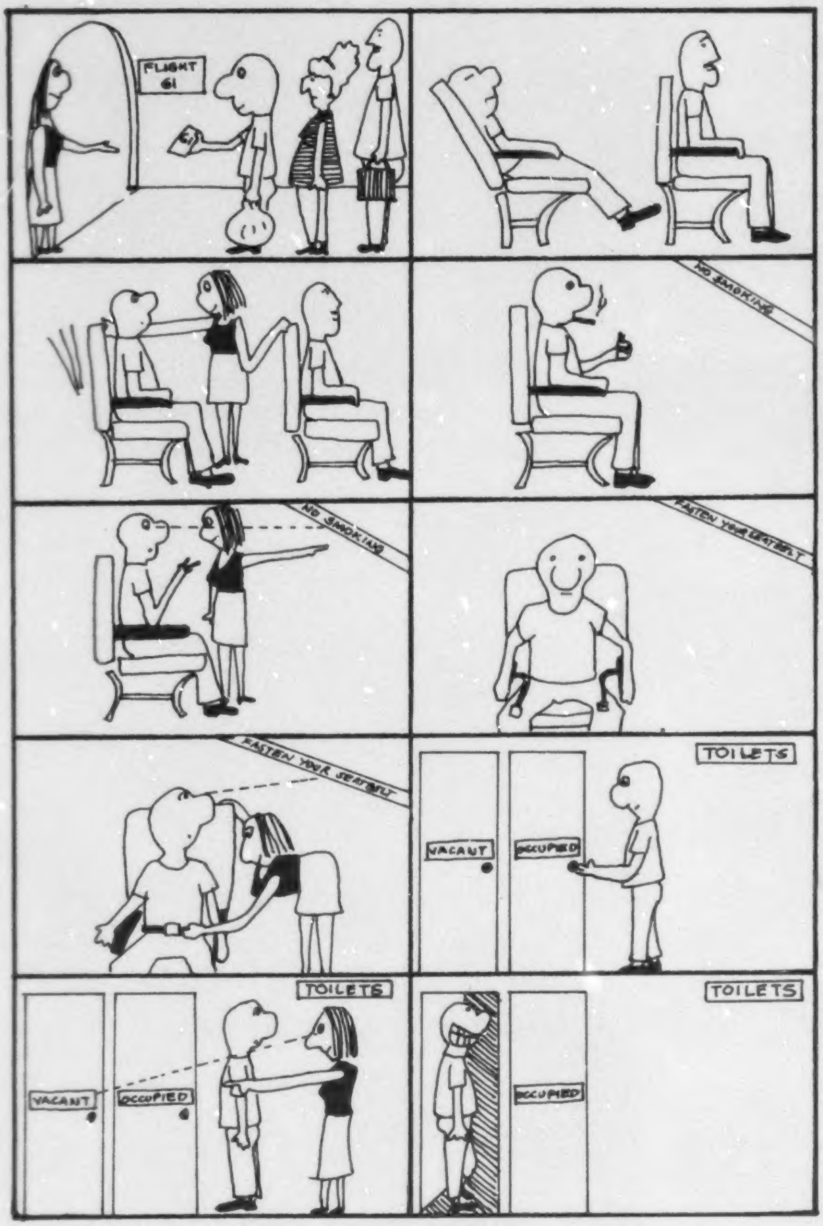
COMPETENCY: Act appropriately on the plane

19.2
(T – 4, 6)

LEVEL: A, B

GENERAL TECHNIQUE: Picture Stories

Estimated Time	1 hour
Objective	Students can act appropriately on the plane by reading airplane sight words.
Materials	Copies of picture story, "Flight 61"
Directions	1. Follow the general technique for *picture stories* (see General Techniques) to present the picture story, "Flight 61."


FLIGHT 61
NO SMOKING
NO SMOKING
FASTEN YOUR SEATBELT
FASTEN YOUR SEATBELT
TOILETS
VACANT
OCCUPIED
TOILETS
VACANT
OCCUPIED
TOILETS
OCCUPIED

Taken from **In Sight** *by Fred Ligon, The Experiment in International Living.*

IDEA SUGGESTED BY:

ESL Staff

International Catholic Migration
Commission (ICMC)

Bataan, Philippines

COMPETENCY: Act appropriately on the plane

LEVEL: C

GENERAL TECHNIQUE: Operations

19.2
(T – 4, 6)

Estimated Time	30 minutes
Objective	Students can act appropriately on the airplane.
Materials	None
Directions	1. Follow the procedure for *operations* (see General Techniques) to present the following *TPR drill*, "On An Airplane": a. You are on a plane. b. Fasten your seatbelt. c. Sit back and relax. d. Look outside the window. e. Here comes the stewardess. f. Tell her you're cold. ("I'm cold.") g. Ask for a blanket. ("May I have a blanket please?") h. Try to sleep. i. Uh-Oh! Go to the bathroom. j. It's occupied. k. Wait outside. l. Now it's vacant. m. Go inside. n. Go back to your seat.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Act appropriately on the plane

19.2
(T – 6)

LEVEL: C, D, E

GENERAL TECHNIQUE: Role Play

Estimated Time

30 minutes – 1 hour

Objective

Students can make requests on an airplane.

Materials

Slips of paper for role play
Seat numbers or "boarding passes"
Seat numbers on desks

Directions

1. Set up the classroom like an airplane with numbers on each desk to represent seats on a plane.
2. Each student gets a "boarding pass" with a seat number. They come into the plane and find their seats.

   (Note: Two students can get the same seat number so that they must practice asking the stewardess for assistance.)
3. After students have found their seats, each student is given a slip of paper with a situation such as the following:

   - You have a headache and would like some aspirin.
   - You want a cup of tea.
   - You want a blanket because you're cold.
   - Your baby needs a diaper.
   - Your baby is hungry.
   - You feel sick.
   - You don't know where the bathroom is.
   - You don't know how to turn off the reading light.
   - You want a drink of water.
   - You want to know what time you will arrive.
   - You want to know how many hours the flight will take.
   - You want a pillow so you can sleep.
   - You don't know how to put your seat back.
   - You want to change seats to sit by your husband (wife).
4. Act as the flight attendant along with one or two of the better students. The flight attendants walk up and down the aisles, and the students ask questions based on the situations on their cards.
5. After all students have practiced their questions, review the situations and the appropriate language with all the class and answer any questions the students may have about airplane travel.

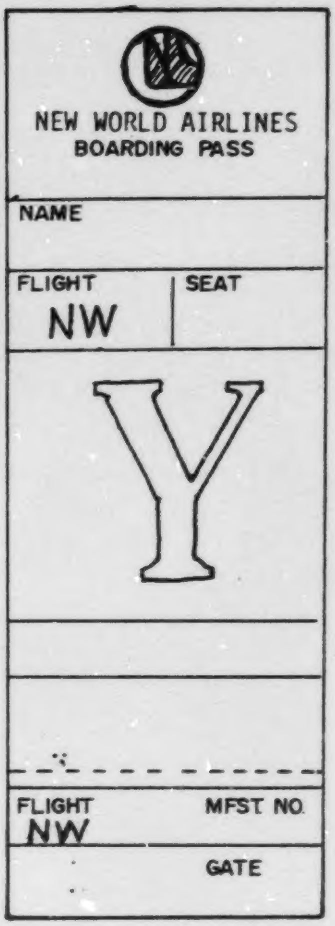
Variation

The teacher can give one-word cues:

tea
blanket
pillow
bathroom
smoke
sick, etc.

and the students must ask questions appropriate to the cues.

Example: (tea) May I have a cup of tea?
(bathroom) Where is the bathroom?


NEW WORLD AIRLINES
BOARDING PASS
NAME
FLIGHT
NW
SEAT
Y
FLIGHT
NW
MFST NO.
GATE

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Meet sponsor

LEVEL: C, D, E

GENERAL TECHNIQUE: Role Play

19.3
(SO – 17, 18)

Estimated Time

30 minutes

Objective

Students can meet and greet sponsor and handle small talk with the sponsor at the airport.

Materials

None

Directions

1. Write the following questions on the board and tell students that these are the types of questions they may be asked by sponsors when they are met at the airport.

    How many people are in your family?
    Do you have any relatives in America?
    Do you know anyone in *(this city)?*
    Did you have a nice flight?
    How do you feel?
    How was your trip?
    Welcome to the U.S.
    Where's your luggage?
    Do you need help with anything?

2. Ask the questions. Students practice answering them.
3. The students are divided into groups. Half of the students in each group are a refugee family (father, mother, children); the other half are the sponsor and his/her family.
4. Tell the students that they are at the airport meeting each other for the first time.
5. The students introduce themselves to each other. Then the sponsor and family ask each other the above questions.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Meet sponsor

LEVEL: D, E

GENERAL TECHNIQUE: Dialogue

19.3
(SO – 17, 21)

Estimated Time

30 minutes

Objective

Students can meet Americans and answer questions.

Materials

None

Directions

1. Present the following dialogue (see General Techniques: *dialogues*) and have the students practice it:

   AMERICAN: How long have you been in the U.S.?
   REFUGEE: I just came two months ago.
   AMERICAN: Do you miss your country?
   REFUGEE: Yes. Sometimes I miss it.
   AMERICAN: What do you miss the most?
   REFUGEE: I think I miss *the weather* the most.
   AMERICAN: Why do you miss *the weather?*
   REFUGEE: *Because we could stay outdoors all day and it was very comfortable.*

2. Ask each student to imagine what s/he will miss the most in America and why s/he will miss it.
3. Divide the students into pairs. The pairs practice the above dialogue, substituting their own information for the underlined parts.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom Thailand

COMPETENCY: Transit Process

LEVEL: C, D, E

GENERAL TECHNIQUE: Memory Game

19.1-3

Estimated Time

30 minutes

Objective

Students can decide what to take to America.

Materials

Real objects or pictures of items students may want to take to America. (optional)

Directions

1. The students think of items they will take to America and write all the items on the board.
2. Using the list, ask the students questions, such as "Are you taking *clothes*?"
   (item)
   "Why aren't you taking your *pots?* "
   (item)
3. Put ten or more items (or pictures of the items) that the students may want to take to America (e.g., clothes, watch, picture, books, pen, ID , toothbrush, suitcase) on a table and ask the students to look at these items for about 30 seconds and try to remember all of them (or use the list on the board that the students made in step 1).
4. Cover the items (or the board list) and ask for a volunteer. The class asks the volunteer student:

   Class: What did you remember to take?
   Student: I remembered my *pen*, *shirt*, *notebook*, etc.
   (the student lists everything s/he can remember from the items on the table/board)
   Teacher: What did s/he forget?
   Class: S/he forgot her/his *ID*, *address book*, etc.
   (class lists any items the student forgot to name)
   or S/he didn't forget anything.
5. The game can be repeated several times with the same or different items.

Variation

NOTE: This activity can be adapted for lower levels.
Low level classes can play the *memory game* with the items without using the dialogue in step 4.

Master List Categories

- **Form Filling Out**
- **Identify and Describe Others: Family**
- **Telling Time**
- **Locations Outside a Building/Oral Directions**
- **Locations Inside a Building/Oral Directions**
- **Clarification**
- **Money**
- **Telephone**

IDEA SUGGESTED BY:

The Consortium:
Save the Children Federation
The Experiment in International Living
World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List:
Form Filling Out

LEVEL: A, B

GENERAL TECHNIQUE: Flashcards (Literacy Games)

ML
(LIT – 5)

Estimated Time

30 minutes

Objective

Students can recognize common sight words to fill out forms.

Materials

Cards on which one sight word is written in capital letters
Ten cards of each sight word would be most useful. The sight words are: NAME, MARRIED, SINGLE.

Directions

1. Teach the students to sight read NAME, MARRIED, and SINGLE.
2. Show the cards one by one to the students, reading them as you show them. Do this several times.
3. Pass out one set of three cards (each card containing a different sight word) to ten students. Have the students place their cards face up on their desks.
4. Ask the following questions:

   "What's your name?"
   "Are you married?"
   "Are you single?"

   As you ask the questions, the students should pick up the appropriate card. For example, if you ask, "Are you single?" each student should pick up the card on her/his desk that has SINGLE written on it.

Variations

- Divide the students into pairs and have one student ask the question and the other student hold up the appropriate card. Regroup the students frequently to make for a livelier activity.
- Teach the students to put check marks in boxes. Make the following short form to give to all students:

NAME ______________________

MARRIED ☐ SINGLE ☐

Have each student copy or write her/his name (first name, last name) and then teach her/him to put a checkmark (✓) in the appropriate box (given the marital status of the individual student). Before passing out the individual forms to the students, you may want to practice filling out a big form on the blackboard. You may wish to fill out the information yourself first (using capital letters in your name). Then have individual students go up to the blackboard to do the same.

- Add additional form sight words (e.g., COUNTRY, DATE OF BIRTH, ID NUMBER) and substitute appropriate questions to the above.

IDEA SUGGESTED BY:

Robert Wachman and David Perrin

International Catholic Migration Commission (ICMC)

Bataan, Philippines

COMPETENCY: Master List: Form Filling Out

LEVEL: B

GENERAL TECHNIQUE: Flashcards (Literacy Games)
Pass and Switch

ML
(EF – 10)

Estimated Time

1½ hours

Objective

Students can recognize sight words appearing on application forms and fill out simplified application forms.

Materials

Illustrations of types of application forms: rental (for house and/or apartment), bank account, school registration, Social Security card, medical card, and job applications
Simplified blank forms for each student containing sight words commonly found on most forms

Using a heavy marker, print each of the following sight words on separate pieces of construction paper in letters large enough so that everyone in the classroom can see the sight words clearly. Prepare one "poster" for each of the following sight words: NAME, FIRST NAME, SEX (F/M), OCCUPATION.

Additional sight words can be added to the list if the students have already learned to recognize them.

Directions

1. Point out the use of application forms by showing examples of such forms.
2. Put two or three sight words up on a wall. Point to each sight word placed on the wall and elicit an oral response (provide model if necessary).
3. Repeat the process in #2 several times.
4. Add two or three more sight words and place them next to those already on the wall. Point to each of the sight words and elicit an oral response (provide models for the new sight words being introduced).
5. Continue putting more sight words up until all of the sight words to be taught have been introduced. Repeat the process in #2 several times for each new sight word.
6. Point to a sight word and have one student identify it and provide the information the sight word is requesting. Make sure each sight word gets answered at least once and that each student gets a chance to answer at least once.

7. Play *pass and switch* using the application form sight words.
8. Have each student fill out the blank form prepared for this activity.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List: Form Filling Out

LEVEL: B, C

GENERAL TECHNIQUE: Dictation

ML
(EF – 10;
LIT – 11)

Estimated Time

1 hour

Objective

Students can request and record information about one another.

Materials

Interview chart such as the following sample:

NAME, LAST	NAME, FIRST	ADDRESS	AGE

Directions

1. Pass out prepared interview sheets like the above or have the students copy the sample chart from the blackboard.
2. Students sit in a circle of 8-10 people and interview each other, asking questions appropriate for filling out the interview sheet. Student 1 asks Student 6, "What is your last name?" Student 6 answers and then Student 1 asks, "How do you spell that?" As Student 6 spells her/his name, all students record that information on their interview sheets. Student 1 continues asking all questions of Student 6. All students record Student 6's responses.
3. Student 6 then chooses another student to interview and asks the same series of questions.
4. This procedure continues until all students have been interviewed, and all interview sheets have been filled out.

Variation

This activity can be adapted for higher levels, or expanded, as additional form filling out categories are introduced. Additional categories, such as Middle Name, Occupation, Birthdate, Marital Status, Language Spoken, Number of Years of Education Completed, etc., can be added to the interview sheet.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List:
Form Filling Out

LEVEL: C, D

GENERAL TECHNIQUE: Dictation

ML
(EF -- 10)

Estimated Time

1 hour

Objective

Students can fill out a simplified application form.

Materials

Prepared worksheet with four sections: Section 1 is an application form (see sample); Section 2 should provide space for spelling 5 words; Section 3 should provide space for writing a paragraph; Section 4 should provide space for writing 4 questions and space for answers.

Directions

1. Students fill out a form (see sample on other side) requiring some or all of the following information:

    NAME, First
    NAME, Middle
    NAME, Last
    ADDRESS
    AGE
    NATIONALITY
    BIRTHDATE
    MARITAL STATUS
    LANGUAGE(S) SPOKEN

2. Give a spelling test including the following words: language; nationality; Vietnam/Laos/Cambodia; Vietnamese/Lao/Hmong/Cambodian, etc. (selection of countries or ethnolinguistic terms depends on which group is being taught -- but only one name of a country and one language should be tested).
3. Students write a paragraph about themselves (name, address, country, language, etc.) using language already learned.
4. Dictate the following 4 questions one at a time. Students write down the questions and can answer however they wish.
    1. Can you speak English?
    2. Where are you from?
    3. What's your last name?
    4. What's your date of birth?

NOTE: This job application form was suggested by staff in the program administered by ICMC, Bataan Philippines

[This form can be used for levels C and D.]

JOB APPLICATION FORM

NAME: ______________________ DATE: ______________
FIRST LAST

ADDRESS: ______________________________________
building number & letter neighborhood

____
town province country

EMPLOYMENT:

from	to	occupation	place of work	duties

EDUCATION:

Number of Years	Location

LANGUAGES SPOKEN:

1. ______________
2. ______________
3. ______________

____
Signature

IDEA SUGGESTED BY:

Debbie Ball

The Consortium:
The Experiment In International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List:
Identify and
Describe Others

ML
(SO – 5)

LEVEL: A, B, C

GENERAL TECHNIQUE: Use of Visuals: Contextualizing

Estimated Time

1 hour

Objective

Students can identify and describe relationships of various family members.

Materials

Family tree chart

Directions

1. Put a chart showing generations of a family in front of the class. This may be drawn on the blackboard or on brown paper, or made by the class with a felt board and pictures. The chart is used as the basis for the following activities:

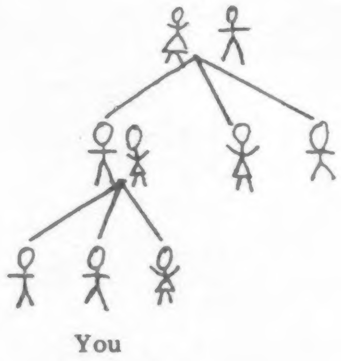
   a. Call out or have a student call out the name of a relationship, e.g., "aunt"; and another student points to that person on the chart.

   b. Give each student a card with a relationship written on it. The students go to the chart and match the card with the proper person. The cards are mixed and the activity is repeated.

   c. Prepare a more complicated "family tree" showing a large number of children, aunts, uncles, cousins, etc. The students ask each other questions about the chart, such as:

      How many uncles does David have?
      What's his aunt's name?

SAMPLE: SIMPLE FAMILY TREE



IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List:
Identify and
Describe Others

ML
(SO – 5)

LEVEL: B, C, D

GENERAL TECHNIQUE: Dictation

Estimated Time

1 hour

Objective

Students can request and record information about one another's families.

Materials

Interview chart (see below)

Directions

1. Pass out prepared interview sheets or have students copy a chart from the blackboard.

NAME, LAST	NAME, FIRST	MARITAL STATUS	NUMBER OF BROTHERS AND SISTERS	NUMBER OF CHILDREN

2. Students circulate around the room interviewing each other. One student asks information of another student with appropriate answers. The first student completely fills out her/his interview sheet. The students reverse roles. Each student then pairs with another student.

   NOTE: If the class is small, each student may interview everyone. If the class is large, you may want to limit the number of people asked.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List: Identify and Describe Others

LEVEL: C, D, E

GENERAL TECHNIQUE: Skits

ML (SO – 5)

Estimated Time	1 hour
Objective	Students can write and present skits about family relationships.
Materials	Cards with descriptions of various situations on them

Directions

1. The class is divided into groups with 3-5 people in each group.
2. Give each group a card that describes a particular situation.
3. The groups prepare short skits based on the topic to present to the class. Each person in the group represents a member of the family in the skit.

   Sample situations:

   - Mother is sick. Who will cook dinner and what will you eat?
   - Mother and father both have jobs. Who will take care of the children?
   - Daughter is 16 and wants to get married. Mother and father want her to wait until she is older.
   - Son has long hair. Mother and father want him to cut it.
4. After each skit is performed, the students at higher levels can discuss the situation and other possible ways to solve the problem.

IDEA SUGGESTED BY:

Jim Higbie

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List
Identify and
Describe Others

**ML
(SO -- 5)**

LEVEL: C, D, E

**GENERAL
TECHNIQUE:** Narratives

Estimated Time

30 minutes

Objective

Students can answer questions about family relationships.

Materials

Passages with questions about family relationships

Directions

1. Read the following passages and ask the comprehension questions following each one:

June lives in Los Angeles with her mother and father and younger sister. Her older brother lives near them. He is married and has one daughter.

How many brothers and sisters does June have?
How many people does June live with?
Is June's sister younger or older than she is?
How many nieces and nephews does June have?

Bill's mother has one sister and one brother. Bill's father has two sisters. They are all married.

How many sisters does Bill's mother have?
How many brothers does Bill's father have?
How many aunts and uncles does Bill have? (eight – because all are married)

Jack and Mary have three daughters and one son. Two of their daughters are married. One has two children and the other has one child.

How many children do Jack and Mary have?
Are they all married?
How many of them are married?
How many grandchildren do Jack and Mary have?

IDEA SUGGESTED BY:

Debbie Ball
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Master List: Identify and Describe Others

ML
(SO – 5)

LEVEL: B, C, D, E

GENERAL TECHNIQUE: Use of Visuals: Contextualizing

Estimated Time

20 minutes

Objective

Students can identify names and relationships of family members.

Materials

Cards — each with a picture of a person and her/his name on it.
Tape

Directions

1. Draw a blank family tree on the blackboard.
2. Give every student a card with a picture of a person and a name on it.
3. Say a description of one relationship in a family tree, such as:

   "Chue is Thoa's grandfather."
   or
   "Lee is married to Vang."

4. The students with those name cards come up and tape them to the appropriate place in the family tree.
5. Ask questions about the family tree, e.g.,

   "How many children does Chue have?"
   "What is Lee's husband's name?"

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List: Telling Time

LEVEL: All

GENERAL TECHNIQUE: Various

ML
(TI – All)

Estimated Time

Various

Objective

Students can read, write and discuss calendar dates.

Materials

Various

Directions

The Calendar:

Loser's Circle – Put class in a circle. The students go around the circle saying the days of the week or months of the year in order. If someone makes a mistake s/he must drop out and start a second circle that will do the same thing. The teacher must watch both circles or ask a student to help. (The reason for making the student join another group is to keep her/him practicing. Having her/him drop out of the game completely will not help the student correct her/his mistakes.)

Living Calendar – Draw a big calendar on the floor and have students stand on different dates. One student asks another, "What date is it?" or "What is the date?" The student answers according to the date s/he is standing on, e.g., "It's September 10th." or "It's Thursday, September 10th."

Slot Calendar – On a large piece of cardboard make slots to hold cards representing calendar dates. There should be seven rows across and five rows down. Write the days of the week at the top of the seven rows. A slot at the top can be made to hold the name of the month. Give each student a card with a number (1-31). Students put cards in the slots to make a calendar of the present month. Start with the student holding the card for that day's date. As they put the cards in, students should say what day of the week the date falls on.

Calendar for the Year – Make a calendar for the entire year, or for the next twelve months, by dividing students into 12 groups and giving each group paper and markers. Don't let them see a calendar, but tell them what day of the week their month begins on and how many days there are in that month. Pictures may be drawn for each month and holidays marked. Put the calendar on the wall when finished.

Months Numerically:

Dates in Numbers – Prepare cards with numerical dates, such as 8/24/82. In pairs, or as a class, students read the dates in long form: August 24th, 1982.

Dates in Numbers – listening comprehension – Say a date *once* in the long form, ("April 18th, 1981"). Students write it in the short form (4/18/81). Continue reading a series of dates, reading only once to help develop listening comprehension.

Months by Numbers – Write out the 12 months of the year and assign them the numbers 1 to 12. One student says a number and another says the corresponding month, and vice versa. Erase the information and repeat the activity from memory.

Month/Number Game – Divide class into two teams and give each a set of flashcards with the names of the months written on them. Call out a number or write a number (1-12) on the blackboard: the first team to hold up the corresponding month card gets a point for her/his team. This may also be done the other way around by giving a set of number cards (1-12) to each team and calling out the month.

Ordinal Numbers:

Ordinal Numbers I – Teacher or a student says a cardinal number ("five"). Class or individual students say corresponding ordinal number ("fifth").

Ordinal Numbers II – Put students in pairs. Give each a set of number flashcards. One student flashes a card and her/his partner says the corresponding ordinal number for the number on the card.

Birth Dates:

Date Line-Up – Students line up in order according to their birthdates; first, by month and date, then, by month, date and year.

Birthdate Interview – Give each student a piece of paper. On the paper they make two columns, one for NAME and the other for BIRTHDATE. Students walk around the classroom and ask each other, "What's your birthdate?" writing the names and birthdates in the appropriate columns.

Date Discussion:

Date Discussions – Put a calendar of the current month in front of the class. Do the following activities:

1. Ask:

   'What is the date today?"
   "What is the date tomorrow?"
   "What is the date next *Thursday?*"
   'What is the date last *Wednesday?*"

2. Student or teacher calls out a date and the students have to say what day it is:

   T: September 12th.
   Ss: Wednesday.

3. Ask, "What are all the dates this month that are Fridays?" Students list the numbers for all the Fridays in the month. Repeat for other days.

Guided Conversation – Lead the class in a discussion on dates using the following questions as a guide:

What date did you come to Thailand?
When did you come to this camp?
What day was it?

Magic Cubes — Write a time or a date on each side of a magic cube (see General Techniques). The students throw the cube in turn and read the time or date on the side of the cube facing up. (Note: This can also be used to practice reading amounts of money.)

IDEA SUGGESTED BY:

Il Justiniaasih, Jonter Sagala and Merry

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Master List: Telling Time

LEVEL: C, D

GENERAL TECHNIQUE: Matching

ML
(TI – 1)

Estimated Time

30 minutes

Objective

Students can relate time to daily activities.

Materials

2 sets of cards — one with questions, the other with corresponding answers

Directions

1. Divide the class into two groups — Group A and Group B. Group A holds cards containing questions about times. Group B holds cards containing corresponding answers.

   Sample Cards:

GROUP A (Questions)	*GROUP B* (Answers)
What time do you get up in the morning?	I get up at 6:45 A.M.
What time do you go to bed?	I go to bed at 10:30 P.M.
What time do you eat breakfast?	I eat breakfast at 7:00 A.M.
What time do you eat lunch?	I eat lunch at noon.
What time do you eat dinner?	I eat dinner at 6:00 P.M.
What time do you go to school?	I go to school at 8:00 A.M.
What time do you go to the movies?	I go to the movies at 7:00 P.M.
What time do you go to work?	I go to work at 1:00 P.M.

2. The two groups stand in rows and face each other. Each member of Group A asks the question written on the card to each member of Group B until s/he comes to the person with the corresponding answer card.

   For example, Student 1 from Group A reads, "What time do you get up in the morning?" S/he asks this question to everyone down the row until s/he comes to the student holding the card reading, "I get up at 6:45 A.M." The student in Group B with the appropriate answer card hands the card to the Group A student *without saying a word.*

   The two students sit down.

3. After every member of Group A has received an answer card, each student from Group A reads both the question and answer cards aloud to verify the matches have been correct.

4. The students line up in two rows again and the cards are shuffled. Group A receives the answer cards, Group B the question cards.

Variation

This activity can be completely an oral activity. Students with the question cards ask the questions to those with the answers The one who has the correct answer gives the answer orally.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Master List:
Oral Directions/
Locations Outside
a Building

LEVEL: All

GENERAL TECHNIQUE: More Use of Rods

ML
(D-2, 5.
6, 10)

Estimated Time

1 hour

Objective

Students can request and follow instructions.

Materials

Brown paper
Marker pens
Cuisenaire rods

Directions

1. Students sit in a circle around a sheet of brown paper and a pile of cuisenaire rods.
2. Ask each student to take one rod. Take one rod and model, "This is the school." and place the rod on the paper. Students then identify (with encouragement if necessary) their "buildings" and place them on the paper.
3. As more and more rods are laid down, review the buildings already placed on the paper. Introduce the structure, "Where's the ____________ ?" during this first step of identification.
4. After all students have contributed a "building," add streets with a magic marker, drawing them in between the buildings. The students name the streets.
5. Students each take another rod. Student 1 places her/his rod on a place on the map and asks Student 2, "How do I get to the *(hospital)*?" Student 2 gives directions to Student 1. Student 1
(building)
moves her/his rod as Student 2 has directed. The class corrects any mistakes made by either student.

NOTE: This activity is meant to reinforce structures and vocabulary previously learned.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List:
Oral Directions/
Locations

ML
(D–5, 10)

LEVEL: A, B, C

GENERAL TECHNIQUE: Total Physical Response

Estimated Time	Varies depending on activity and class level
Objective	Students can give and receive directions.
Materials	Various

Directions

Drill Sergeant – Have the class stand in rows like soldiers. First, teacher is the drill sergeant, ordering, "Turn right!" "Turn left!" "Walk straight!" and "Stop!" Students may take the place of the teacher and give directions to the others to follow.

Fast Directions – Vary the speed at which you give directions, such as "left" or "right." First, say the directions slowly; then, build up speed; finally, say them very fast to see if students can still follow.

Blindfold Directions – Draw a twisting route on the floor with chalk and arrange desks as obstacles. Blindfold one student and have another guide her/him, speaking only English.

Find the Fruit – Blindfold one student. Hide a snack or piece of fruit somewhere in the classroom. Class gives directions to the student to help her/him find it.

Find the Building – Draw pictures of various buildings on large cards and tape them in different locations around the classroom. Blindfold one student, ask her/him where s/he wants to go, and have other students give her/him directions to the picture of that building.

Whose House? —Make a town map on newsprint or cardboard. Mark a house for each student with her/his name under a small tape-hinged piece of paper. One student gives directions to a house and when the person arrives there, everyone asks her/him:

> "Whose house is this?"
> "Is this your house?"

Take a Walk – Take the class out for a walk, but have a task in mind, such as going to the post office or buying some ice cream for everyone. On the way ask the locations of various places and have students give each other directions. Ask for names of objects and buildings along the way.

IDEA SUGGESTED BY:

Arif Sulistiono

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Master List:
Oral Directions

ML
(D–5, 10)

LEVEL: B, C

GENERAL TECHNIQUE: Direction Drills

Estimated Time

30 minutes

Objective

Students can give and follow oral directions.

Materials

A pen or pencil
A Maze Map

Directions

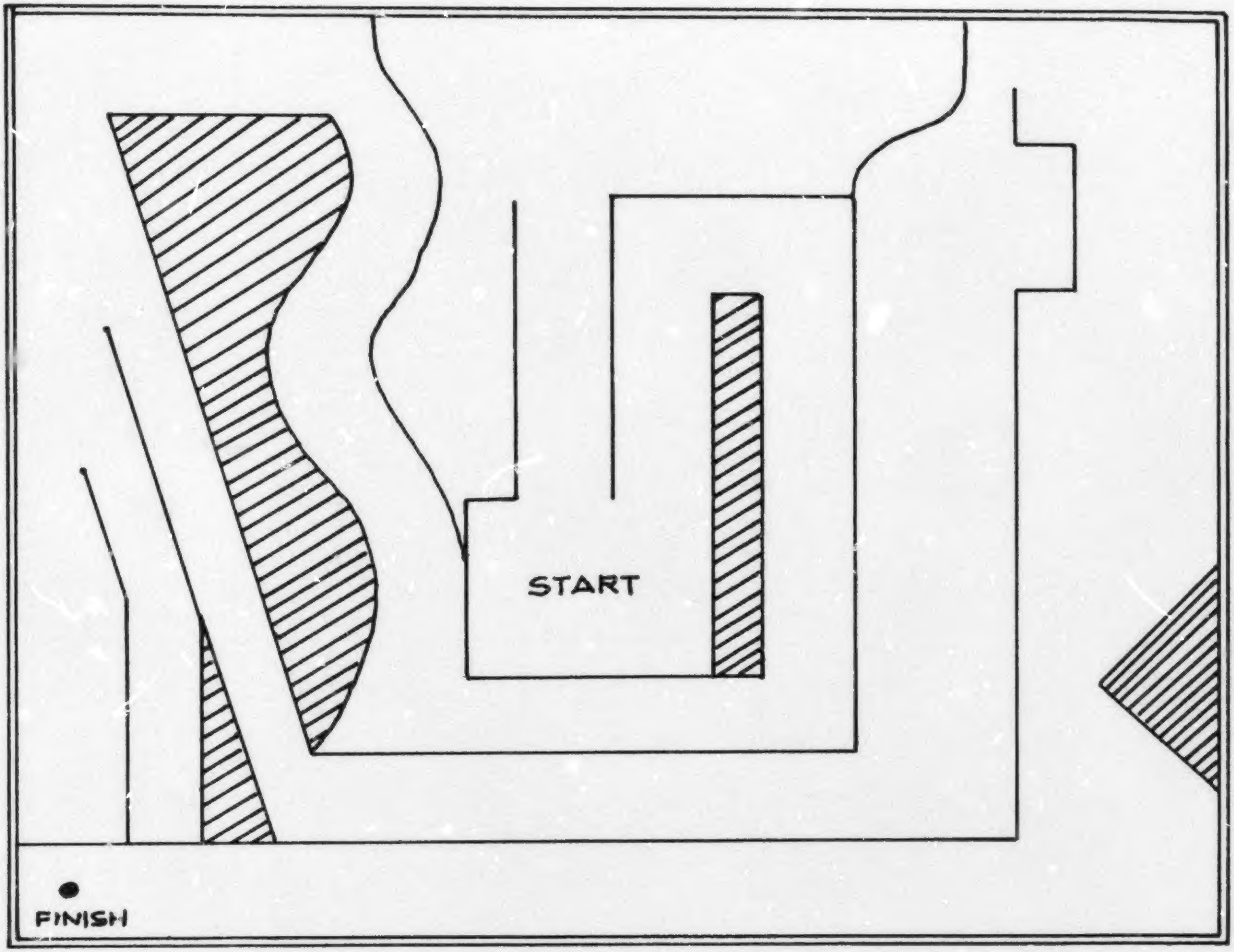
1. Students are divided into pairs. Each pair is given a Maze Map. One of the students in each pair is blindfolded.
2. The map is placed on the table and the blindfolded student's pen or pencil is positioned in the middle on START.
3. The student who can see gives directions to her/his blindfolded counterpart using the following directions. For a beginning class:

   Go straight (ahead).
   Turn left.
   Turn right.
   Stop.

   For more advanced classes additional directions can be given:

   Go straight ahead a little (farther).
   Stop. Go backwards (a little).
   Turn slightly left/right.
   Make a sharp left/right.
   No, too much!
   etc.

   The student must not cross or touch any lines.
4. The activity continues until the blindfolded student reaches FINISH.


START
FINISH

IDEA SUGGESTED BY:
ESL Staff
The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Master List: Oral Directions/ Locations

LEVEL: B, C

GENERAL TECHNIQUE: More Use of Rods

ML
(D – 10)

Estimated Time

1 hour

Objective

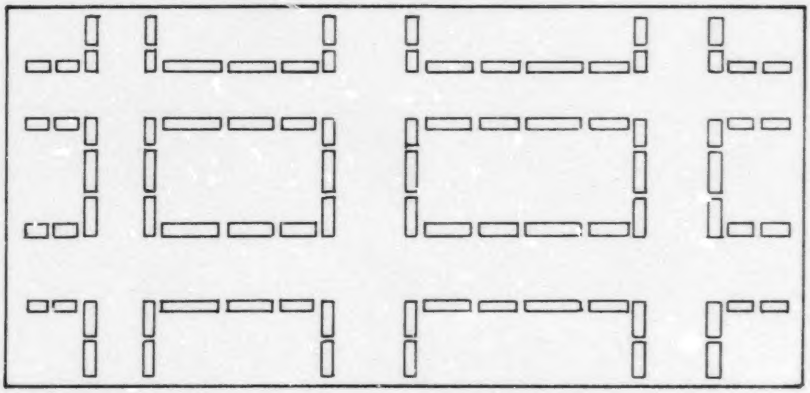
Students can request and give directions.

Materials

Cuisenaire rods

Directions

1. Map out blocks of a "Rod Town" using cuisenaire rods. This will look something like the following:



This may be a fictitious or actual town, or a representation of the camp layout. (Depicting a setting familiar to lower level learners may facilitate their understanding of rods representing buildings and streets.)

2. Once streets or roadways and blocks are laid out, hold up a rod and label it, "post office," "hospital" or "fire department," etc., placing the rod on one of the streets. Do this until all buildings are in position.

3. Place a rod (which represents you) on the map and ask, "How do I get to the *post office*?"
(building)

The class responds with any appropriate direction. For example (depending on the level of the class), some possible responses might be:

"Go two blocks and turn left."
or
"Go one block; turn right. It's next to the bank."
or
"Turn right. Go three blocks. It's on the left."

Move your rod person as the class directs.

4. Students choose a rod person, place the "person" on the map, and request directions to a particular building from another student.

Variation

Let the students construct their own Rod Town and name their own buildings. If cuisinaire rods are not available, draw the streets on brown paper and use toy sized buildings. Or draw the entire town on the floor with chalk and label chairs as buildings (post office, etc.) This way the students can actually walk through the directions.

NOTE: This is a culminating activity to be presented after prepositions of location have been taught ("The hospital is next to the school.") and direction-giving ("Turn right/left.") has been practiced. For the beginning class, drawing on the board a map of the classroom complete with seating arrangement may be helpful in making the concept of a two dimensional map more concrete. Show students where their seats are on this map in relation to other students, the chalkboard, etc.

IDEA SUGGESTED BY:
ESL Staff
The Consortium:
The Experiment in International Living
Save the Children Federation
Galang, Indonesia

COMPETENCY: Master List:
Oral Directions/
Locations

LEVEL: B, C, D, E

GENERAL TECHNIQUE: Direction Drills

ML
(D–5, 9, 10)

Estimated Time

1 hour

Objective

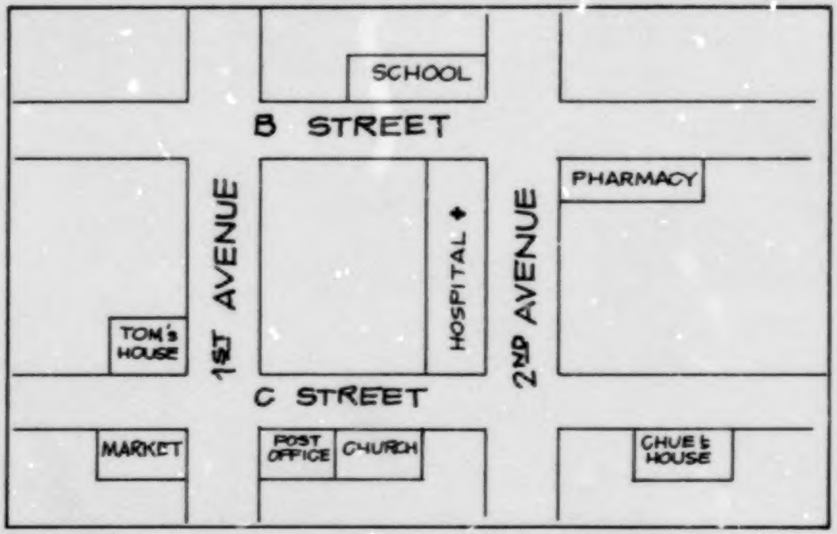
Students can give oral directions.

Materials

Enlarged maps (See below)
Individual maps
Index card sets with "where" questions
Index card sets with two locations

Directions

1. Present a map such as the following to the class.


SCHOOL
B STREET
PHARMACY
1ST AVENUE
HOSPITAL +
2ND AVENUE
TOM's HOUSE
C STREET
MARKET
POST OFFICE
CHURCH
CHUE's HOUSE

2. Review building locations with the class, i.e., "The pharmacy is in front of the hospital." "The hospital is across from the school." "The post office is next to the church." etc. (At this time additional language, "It's in the middle of the block," and "on the corner" may be introduced.)

3. A deck of 3 x 5 cards with "where" questions such as "Where is the *pharmacy*?" is placed next to the map and students in turn draw
   (building)

   from the deck. They read the question and then answer it, using the structure just reviewed.

4. Demonstrate on the map the following commands:

   Turn right.
   Turn left.
   Go straight.
   Go two blocks.
   Go two blocks on 2nd Avenue.
   Go straight two blocks to A Street.

5. Give the commands to individual students to perform on the map. Designate an appropriate starting place for each student.

6. Students give the commands to you, and then to one another.

7. Bring out another set of index cards. On these are printed two locations, e.g., "The *church* to the *pharmacy*." Draw a card,
   (building) (building)

   read it and ask, "How do I get from the *church* to the *pharmacy*?"
   (building) (building)

   One of the students gives directions to you.

8. Students are divided into pairs, each group receiving a map and set of index cards with two locations noted on them. Students practice asking each other how to get from one place to another.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List:
Locations Inside
a Building

ML
(D–1)

LEVEL: A, B, C

GENERAL
TECHNIQUE: Substitution Drills

Estimated Time 30 minutes

Objective Students can describe locations.

Materials None

Directions

1. Three students are brought to the front of the class and arranged in a variety of positions in relationship to one another – one student stands to the left, right, behind, or in front of another student. The following questions are asked:

   Where is ________ ?
   Who is he next to _____ ?
   Who is behind _______ ?
   next to _______ ?
   beside _______ ?
   in front of _______ ?
   in back of ______ ?
   between ________ and ________ ?

2. Draw a map of the classroom on the board. The blackboard, chairs, windows, door, etc. are drawn in relationship to one another. Each student comes to the board and places an X through his or her seat.

3. Ask the following question of the students, then have the students ask each other the question.

   Q: Where is _____ ?
   A: He's (sitting) next to ___________ .
   behind ___________ .
   in front of ________ .
   in back of ________ .
   between ______ and ________ .

IDEA SUGGESTED BY:

John Potter
Lutheran Immigration and Refugee Services, American Council for Nationalities Services (LIRS/ACNS)
Hong Kong

COMPETENCY: Master List: Locations Inside a Building; Telling Time (use of ordinal numbers, dates)

ML
(D–1, 10)

LEVEL: B, C, D, E

GENERAL TECHNIQUE: Total Physical Response

Estimated Time

15-30 minutes

Objective

Students can practice ordinal numbers with locations.

Materials

Chairs for all students in class

Directions

1. Set up chairs in 3-4 rows of from 4-5 chairs each, depending on the number of students in the class, and leave ample space between rows for the students to move around.
2. Introduce "row" by asking, "What's this?" (gesturing to include a line of chairs) and stating, "It's a row." Review ordinal numbers plus "last" by saying, "This is the first row." "What's this?" (Students should say "That is the second row." etc.) If the students identify the last row by an ordinal number say, "This is the LAST row." Then continue the review by asking, "Who's the first student in this row?" "Who's the second student in the row?" "Who's the first student in the last row?" etc. This drill establishes the order of rows and seats, which is necessary for the exercise.
3. Give commands for operations to the class in the following sequence:
   a. "The first student in the second row, raise your hand." (Demonstrate raising your hand while giving the initial command.)
   b. "The *first* student in the *fourth* row, *stand up* (jump up,
   (ordinal #) (ordinal #) (command)
   go to the door, etc.)." Use actions students have already learned.
   c. "The ________ student in the ______ row, give your pen (notebook, etc.) to the ______ student in the ______ row."
   d. "The ______ student in the ______ row, tell the ______ student in the ______ row to stand up (give her pen to you , etc.)"
   e. "The ________ students in the last (first, etc.) two (three, four etc.) rows, ________ ."

The last two points are extensions of the structure that advanced students should be able to comprehend after completing the sequence above. For each set from a—e, give six or seven variations, increasing the speed of your speech. More than one student may perform the activity at a time in d and e, which adds enough confusion that students will have to listen especially carefully. If students do not understand a command, encourage them to ask you to "Repeat."

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Master List : Clarification

LEVEL: All

GENERAL TECNIQUE: Picture Story

ML (CL– All)

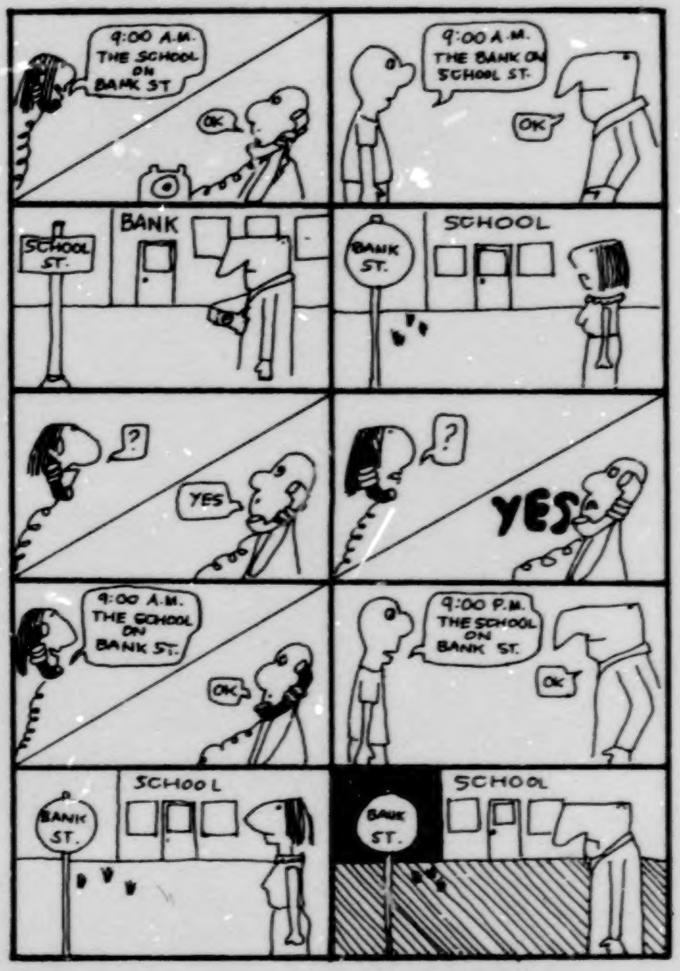
Estimated Time 1 hour

Objective Students can ask for clarification when they don't understand.

Materials Picture story "On Bank Street"

Directions

1. Follow instructions for presenting *picture stories* (see General Techniques) using the picture story below:


9:00 A.M. THE SCHOOL ON BANK ST
OK
9:00 A.M. THE BANK ON SCHOOL ST.
OK
SCHOOL ST.
BANK
BANK ST.
SCHOOL
?
YES
?
YES
9:00 A.M. THE SCHOOL ON BANK ST.
OK
9:00 P.M. THE SCHOOL ON BANK ST.
OK
BANK ST.
SCHOOL
BANK ST.
SCHOOL

SITUATION: A man takes a message over the telephone. He delivers the message incorrectly twice. *Last Frame:* The man given the message waits for his friend to show up.

FRAME BY FRAME:

1. A woman and a man are talking on the telephone.
   The woman says, "Tell my friend to meet me at 9:00 A.M. at the school on Bank St."

2. The man tells the friend to go to the bank on School St. at 9:00 A.M.
   /The message is not correct./

3. He goes to the bank on School St.
   He waits but no one comes.

4. The woman goes to the school on Bank St.
   She waits but no one comes.

5. She calls the first man again.
   She asks, "Did you tell my friend?"
   He says, "Yes."

6. She asks, "Are you sure?"
   He shouts, "Yes!"

7. She says again, "Tell my friend to meet me at 9:00 A.M. at the school on Bank St."
   The man says, "OK."

8. The man tells the friend to go to the school on Bank St. at 9:00 P.M.
   /The message is not correct./

9. The woman goes to the school on Bank St. at 9:00 A.M.
   She waits but no one comes.

10. The man goes to the school on Bank St. at 9:00 P.M.
    He waits but no one comes.

NOTE: People in America are often put in the position of relaying messages and it is important to get the message correct. People can ask for clarification if they don't understand or they can write the message down.

Taken from **America, In Sight** *by Fred Ligon and Herman S.K., The Experiment in International Living.*

IDEA SUGGESTED BY:
Bienvenida Reyes
International Catholic Migration Commission (ICMC)
Bataan, Philippines

COMPETENCY: Master List: Clarification

LEVEL: C, D, E

GENERAL TECHNIQUE: Narrative

ML (CL–7)

Estimated Time

30 minutes

Objective

Students can ask for clarification using "WH" questions.

Materials

Competency-based reading passages

Directions

1. Read the passage and then ask questions about it. For example:

   In Washington, D. C. public buses cost 75¢ to ride.

   Questions:
   a. Where do buses cost 75¢ to ride?
   b. What costs 75¢ to ride?
   c. How much do buses in Washington, D.C. cost to ride?

2. Ask students to repeat the sentences in full.

3. Give key words from the sentence and request students to ask the corresponding question.

   For example:

   Teacher — 75¢
   Student — How much does it cost to ride buses in Washington, D.C.?
   Teacher — In Washington, D.C.
   Student — Where does it cost 75¢ to ride buses?
   Teacher — Buses.
   Student — What costs 75¢ to ride in Washington, D.C.?

4. Go through Steps 1 — 3 with other sentences based on whatever competency is being taught.

   Examples: Mai has a doctor's appointment at 3:00 P.M. (who? what? where?)
   Vang works at a factory from 9:00 P.M. to 5:00 A.M. (who? where? when?)
   In America, many apartments cost more than $200 a month.
   (where? what? how much?)

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List: Clarification

LEVEL: D, E

GENERAL TECHNIQUE: Repetition Drills

ML
(CL – 13)

Estimated Time

15 minutes

Objective

Students can clarify instructions by repeating them.

Materials

Instructions written on index cards

Directions

1. Write various instructions on index cards.
2. Student 1 draws one of the cards and reads the instruction.
3. Student 2 repeats the instruction exactly.
   For example:

   Student 1 — (reads) Go to the supermarket and buy some bread.
   Student 2 — You want me to go to the supermarket and buy some bread.
   Student 1 — That's right. (Yes, please.)

   Here are some sample instructions:

   Show me the furniture department.
   Go to the grocery store and buy me some rice and chicken.
   Meet me in the parking lot in 15 minutes.
   Please take me to the shopping center (in your car).
   Please show me the hardware store.
   Buy me some lettuce and tomatoes.
   Take this food home.
   Can you lend me $15?
   Help me cook dinner tonight.
   Meet me at the factory in an hour.
   Call me tomorrow afternoon.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education
Phanat Nikhom, Thailand

COMPETENCY: Master List: Money

LEVEL: All

GENERAL TECHNIQUE: Various

ML (M–All)

Estimated Time

Varies depending on activity and level of class

Objective

Students can use American money.

Directions

Money Flash – Make cards with pictures of coins and bills on them. In pairs or groups, one student flashes a card for a short time. The other students say the amount that is on the card. They may also try to write the amount without speaking.

Coins and Bills – Teach paper money before coins. Put students in groups and give each group a pile of paper bills. Teacher or student calls out an amount, simple at first, then more difficult, and each student takes that amount out of the pile. Replace the bills with coins and call out amounts in cents. Finally, put both bills and coins on the table and call out combinations ("five dollars and twenty-five cents").

Money Pile – Take bills and coins to class. Put a pile of money on each student's desk. S/he counts it and tells you the amount. Change the amounts and repeat. Or put a big pile of money on the table, mixing it all together. Call out an amount. Two students go to the table and the one who can find the amount first wins.

Counting Race – Pile a lot of money on a table mixing different denominations together. Bring one or more students to the table and give them a certain time (30 seconds) to count as much money as possible. The one who counts the most correctly wins.

Give Me Money – Seat students in pairs in a row parallel to the blackboard, so that one student in each pair is facing the blackboard and the other has her/his back to it. Give the students who can't see the blackboard a pile of money. Write an amount on the blackboard without talking. (Students with money don't look around at the amount.) The student in each pair facing the blackboard says, "Give me $ (amount)" reading the amount from the blackboard. Student with money gives [illegible] him the proper amount. Later, students switch positions. This [illegible] is good for reading amounts of money, listening comprehen[illegible] and counting money.

Buying Race – On a small piece of paper each student draws something which can be bought at a certain place (restaurant, supermarket) and writes a price on the item. Teacher collects pictures and divides them into two piles, then divides class into two teams. Each team member is given a variety of coins and bills. Each team chooses one person to be the "seller." Members of each team "buy" the pictures from the seller, saying, "I want/need _______" or "I'd like ___ ___." Seller answers, "Here you are." The buyer then quickly pays the exact amount of money. The team which can finish purchasing all of its pictures first wins.

Getting Change – Two or three students acting as "cashiers" sit at a table. Put a lot of change on the table. Give other students quarters, dollar bills, or larger bills. They go up to the cashiers and ask the following questions:

Do you have change for a quarter?
a dollar?
five dollars?

Typical change given by cashier:

for a quarter:	2 dimes and a nickel
for a dollar:	3 quarters, 2 dimes and a nickel
for 5 dollars:	4 dollar bills, 3 quarters, 2 dimes and a nickel

For higher levels, the following dialogue may be used:

A: Do you have change for a dollar?
B: What do you want?
A: Four quarters

Making Change – Take real money or play money to class. One student acts as the salesperson, another as a customer. The customer pays for a purchase with a large bill, and the salesperson has to make change. Deliberate mistakes can be made to elicit the following language:

This change is wrong.
This isn't enough.
This isn't right.
This isn't correct.

Knock the Price – Divide the blackboard into squares, marked $, 25¢, 10¢, 5¢, and 1¢. Give a student an object with a price tag. The student knocks each square according to the number of bills or coins he would use from each denomination to pay for the object. For example, if the price were $2.80, he would knock "$" two times, "25¢" three times, and "5¢" one time. This may be done competitively with teams, and check marks can be made with chalk (a different color chalk for each team) to replace knocks.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Master List:
Telephone

LEVEL: A, B

GENERAL TECHNIQUE: Concentration Game
Dictation

ML
(TE – 2, 5)

Estimated Time

Varies depending on activity

Objective

Students can read and write telephone numbers.

Materials

Telephone number cards
Telephone directory page with emergency numbers listed

Directions

1. ***Telephone Concentration***

   Play a *concentration game* where students match telephone numbers. Use 30 cards in all. A match looks like this:

781-3113	781-3113

2. ***Telephone Dictation***

   Dictate a telephone number; the students must write down the number. To prevent lip reading, hold a piece of paper in front of your mouth or stand behind the students as they write.

3. ***Telephone Number Recognition***

   Give students strips with telephone numbers. (Seven digits only)
   Say different telephone numbers. The student comes forward to:

   1) Write the telephone number on the board and
   2) Read the telephone number.

4. ***Emergency Number Recognition***

   Make copies of one of the beginning pages of the telephone book that has the 911 number, the number of the fire department and the number for the police, etc. Read one of the emergency numbers. Have the students identify or circle each.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List:
Telling Time;
Telephone

ML
(SO–8;
TI–9)

LEVEL: B, C

GENERAL TECHNIQUE: Constructalog

Estimated Time

1 hour

Objective

Students can write and perform dialogue appropriate to a given competency.

Materials

Visual cue cards
Tape

Directions

1. The following types of pictures are drawn on large cards:
    a. A man talking on the phone
    b. A woman talking on the phone
    c. A man and woman in a restaurant
    d. A man and woman in a theater
    e. A man and woman dancing
    f. A man and woman swimming
    etc.
2. Stick pictures a. and b. on opposite ends of the board. Picture c. is displayed to show the result of the conversation.
3. Demonstrate a possible phone conversation dialogue. This can be accomplished by using two puppets, modeling with an aide or better student, or playing both the male and female roles by lowering the voice for the man's part and raising the voice for the woman's. (If the teacher plays both parts, the use of two different hats is fun and further helps define the roles.)

    Sample Dialogue:

    Man: Hello, Mary. This is John.
    Woman: Hello John.
    Man: Would you like to have dinner?
    Woman: Yes, when?
    Man: Tomorrow. I'll meet you at 5:00 at your office.
    Woman: OK. See you tomorrow at 5:00.
4. The class is divided into pairs. Each pair is given a picture (such as listed in step 1: d, e, f) that depicts the result of a phone conversation.
5. The pairs construct their own dialogues (see General Techniques: *constructalog).* Circulate around the class giving assistance.
6. The dialogues are presented orally to the class.

Variations

- If the class is having trouble getting started, put key words or phrases on the board for the pairs to incorporate into their dialogues.

  Example:
  appointment
  meet
  at 8:00
  tomorrow
  your house
  take a bus

- Have the pairs write their dialogues on brown paper. Pairs then exchange dialogues and present each other's material.

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ESL Staff

The Consortium:
The Experiment in International Living
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World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List: Telephone

LEVEL: D, E

GENERAL TECHNIQUE: Dictation

ML
(TE–7, 10, 12, 13)

Estimated Time

1 hour

Objective

Students can take telephone messages.

Materials

Intercom phones (available from telephone companies)

Directions

1. Place one intercom phone in the classroom and one outside, so two people talking on the phones cannot see each other.
2. The person left in the classroom must relay a message to the person outside. The message should include a time, an address, and/or telephone number as well as a verb (come, go, call back, see, talk to, phone, etc.).

   Sample Conversation:

   A: Hello. Is Qui there?
   B: No. Can I take a message?
   A: Yes, please. Tell him to call Quang tonight at 254-9121.
   B: OK. Goodbye.
   A: Thanks. Goodbye.
3. After the message has been given, the student outside is called back in to read the message.

Variations

- Placing the words "time," "address" and/or "telephone number," and listing the verbs "come, go, call back, see, talk to, phone" on the board may help the students to remember to include all pertinent information.
- Write a specific time, address and/or telephone number, and an appropriate verb for message-taking on index cards. Have students draw a card and relate the specific information to the person they are calling. Compare what is written on the index card with the message that has been taken.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation

Galang, Indonesia

COMPETENCY: Master List:
Telephone

LEVEL: D, E

GENERAL TECHNIQUE: Constructalog

ML
(TE–5,
12 – 13;
SO – 8)

Estimated Time

1 hour

Objective

Students can make telephone calls.

Materials

Situation task cards

Directions

1. The class is divided into groups or pairs. Each group is given a situation task card which requires them to make a call.
2. The groups construct a dialogue and write it on brown paper.
3. All groups role play their dialogues.
4. After all presentations have been given, each dialogue (on brown paper) is taped to the blackboard and analyzed for appropriateness of the language, discourse, and grammatical mistakes.

Sample Situational Task Cards

1. You call up your girlfriend (or boyfriend). She answers the phone. You ask her to go see a Kung Fu movie with you on Saturday.
2. You were absent from school today. You call up your friend to find out what the homework is for tomorrow. He's not there. You want him to call you back. You are going out now. You'll be back home around 9:00.
3. Your mother has just fallen down the stairs and broken her leg. Use the phone to get help for her.

IDEA SUGGESTED BY:

ESL Staff

The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: Master List:
Telephone

LEVEL: D, E

GENERAL TECHNIQUE: Rejoinder Drills

ML
(TE–14)

Estimated Time	30 minutes
Objective	Students can find doctors' and dentists' addresses and phone numbers in the white and yellow pages of a telephone directory.
Materials	Telephone books
Directions	1. The students are placed in pairs or groups around telephone books. 2. Show the class the difference between the white pages (alphabetical listings) and the yellow pages (topical listings). 3. Ask the students to look up "Dentists" and "Doctors" in the yellow pages. Ask students the following two questions: What is Dr. ____________ 's address? What is Dr. ____________ 's phone number? (The teacher may or may not choose to write the doctor's name on the board.) 4. The students then find the same names in the white pages. Ask the questions in step 3 to the students once again.
Variations	• The students can use the phone books to find numbers of specific people or places, e.g., Robert Jones, Thomas Jones, Central Movie Theater, Wong's Chinese Restaurant. This can be done as a competition between the pairs or groups. • Students can use the front of the phone book to find the area codes for various places in the U.S. and the access codes for other countries.

IDEA SUGGESTED BY:

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The Consortium:
The Experiment in International Living
Save the Children Federation
World Education

Phanat Nikhom, Thailand

COMPETENCY: General Review

All

LEVEL: D, E

GENERAL TECHNIQUE: Role Play

Estimated Time

Depends on class level and number of situations presented

Objective

Students can get services upon arrival in America.

Materials

Signs
Materials for each role play situation

Directions

This activity reviews all of the material previously studied.

1. Assign several students to be newly-arrived refugees. Other students take the roles of sponsor, doctor, employment agency worker, teacher, landlord, bank teller, etc.
2. Put up signs for the different agencies/places where a refugee might go shortly after arrival in the U.S. The students who are agency workers stand under the appropriate signs.
3. The "refugees" go from agency to agency with cards telling them what they need to do. They role play situations with the agency workers.

Samples:

You want to send a money order to Vietnam.	You want to register at an ESL program.
You want to get a health exam.	You want to rent a house for you, your wife and 3 children.
You want to find a job.	You want to cash a check.

Low level classes

The teacher should take the role of the agency workers. Students can practice the various role plays over several days in the order in which they might encounter these situations in the U.S., e.g.:

1. meet sponsor
2. shop for food, etc.
3. find a house
4. make a doctor's appointment
5. get a job
6. send a money order

etc.

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